

DOCUMENT RESUME

ED 166 391

08

CE 819 217

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TITLE A Program to Overcome Sex Bias Barriers in Women's Qualifications for Vocational Administration Posts. Final Report.
INSTITUTION Kansas State Univ., Manhattan. Coll. of Education.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO 498AH70068
PUB DATE 31 Aug 78
GRANT G007701926
NOTE 331p.; For a related document see ED 151 613 ; Not available in hard copy due to marginal legibility of parts of original document

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Administrative Personnel; Administrator Qualifications; Career Opportunities; Educational Background; Employment Practices; *Employment Qualifications; *Females; Guides; Information Dissemination; *Job Skills; *Sex Discrimination; Sex Stereotypes; Surveys; *Vocational Education; Work Attitudes; Work Experience; Working Women; Workshops

ABSTRACT

A study was performed to develop procedures for assisting women who aspire to vocational administration posts but who do not have required work experience outside of education. The project (1) surveyed attitudes, barriers, and the employment picture in Kansas and (2) determined the effectiveness of a portfolio guide for describing unpaid work experiences where administrative competencies were acquired. Questionnaires were sent to a random sample of vocational education personnel. Results were used to design a support-personal-growth workshop to reduce stereotypes and to design the experiential portfolio guide. Women vocational education teachers volunteered to develop portfolios of their administrative skills. The portfolios were analyzed and rated by vocational education administrators on competency dimensions as well as on overall qualifications. Six portfolio authors attended an assessment session and completed criterion measures for a study of the portfolio validity. Reliability was calculated on ratings and criterion. Survey results showed a few annual openings and few differences between women aspirants and administrators on attitudes, etc. Portfolio ratings had a median reliability of .60. Adequate validity was found for portfolio dimensions, given the small, self-selected sample. (Author/CSS)

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Final Report

Project No. 498AH70068
Grant No. G007701926

A Program to Overcome Sex Bias Barriers
in Women's Qualifications for Vocational Administration Posts

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August 31, 1978

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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ABSTRACT

A Program to Overcome Sex Bias Barriers in Women's Qualifications for Vocational Administration Posts

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PURPOSES

The purpose of the study was to develop procedures to assist women who aspire to vocational administration posts but who do not have required work experience outside education. The project: 1) surveyed attitudes, barriers, and employment picture in Kansas; 2) determined the effectiveness of a portfolio Guide for describing unpaid work experiences (in homemaking, volunteer work, etc.) where administrative competencies were acquired.

METHODOLOGY

Questionnaires were sent to a random sample of vocational education personnel. The results were used to a) design a "support" personal growth workshop to reduce stereotypes and b) design the experiential portfolio Guide. Women vocational education teachers volunteered to develop portfolios of their administrative skills. The portfolios were analyzed and rated by vocational education administrators on competency dimensions as well as on overall qualifications. Then, six of the portfolio authors attended an assessment session and completed criterion measures for a study of the validity of the portfolio. Reliability was calculated on ratings and criterion.

RESULTS

The survey results showed a few annual openings and a few differences between women aspirants and administrators on attitudes, etc. Portfolio ratings had a median reliability of .60. Adequate validity was found for portfolio dimensions, given the small and self-selected sample.

PREFACE

The Analogous Competency Assessment procedure and survey of the Kansas vocational education scene were possible because of the support and cooperation that were provided by many people. The assistance is deeply appreciated.

We are grateful to our Blue Ribbon Advisory Board whose guidance and recommendations enriched the overall project effort. Serving on the Board were:

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Chapter 1

Overview:

A Program to Overcome Sex Bias Barriers in Women's Qualifications for Vocational Administration Posts

Observers of the career development of women have, in recent years, begun to recognize that the career development patterns of women and men should be different. DiSabatino (1976) pointed out that women need to learn to combine career and family roles. This contrasts with the either-or formulations of feminine (family) or masculine (career) (Gysbers and Johnston, 1968) choices. In general, neither men nor women have a choice of working or not working for pay (USDOL Women's Bureau, Twenty Facts, 1974). Lo Cascio (1974) now indicates that women's patterns are different than men's and should not be called impaired, delayed, or discontinuous by being forced into comparison career development theories based on white males.

In the work years often traced by women, particularly those thirty years old and up with possible midcareer changes in 1978, are "interrupted" and "floundering" patterns. The interrupted pattern occurs when women drop out of the paid work environment for 1 to 10 years. For example, Kane and her colleagues (Kane, Fernandez, and Godoff, 1977) noted that 25% of all positions in education are filled by women "returning" to work. The floundering occurs in part as women change jobs (U.S. Dept. of Labor, 1977) or otherwise try to fit talent to jobs in a work force that places most women in positions where they are underpaid and underemployed.

If 25% of the positions are filled by women returning to education, the number of women in administrative positions and the number of women in teaching positions in education¹ make it quite clear that interrupted and floun-

¹No data on number of women in the subarea vocational education administrative positions could be derived from formal nor informal sources.

dering careers are problems for women educators. These data show (NEA, 1973; Rieder, 1977):

	<u>% female teachers</u>	<u>% female principals</u>
elementary	85	19
secondary	50	1
college level	25	-
(2% of the professors of educational administration are female)		(< 1% female superintendents in 17,000 school districts)

The evidence on promotional tracks available to women appears confounded by women's lack of aspiration. In turn, women's aspirations (for low or high status jobs) are in part explained by women's perceptions of the probabilities they will be able to get a higher status job. Niedermayer and Kramer (1974) noted that women tend to see the probability of moving into administration as low and thus do not aspire. The probability is not only based upon perceptions of the dropping student enrollment and subsequent drop in number of job openings, but also upon perceptions of the consequences of achievement related behaviors (O'Leary, 1974); the role-overload women may face in combining career, family, and schooling (Jerdee and Rosen, 1976); the "old boy" network which serves as entry into administration, the social isolation of women in leadership positions, the risk orientation needed for administration (Silvers, 1976); and, the overwhelming bias of the traditional male vocational education teachers against women in positions of authority over them (Frank and White, 1977). Dropping job markets and stiff internal barriers are further joined by the breadth of technical and administrative competencies that are required in vocational education administration.

The present study proposed to investigate a program to help overcome sex-biased barriers in the road to administrative positions in vocational

education. The various objectives to be studied, related to concerns stated in the literature cited above, were:

1. survey number of job openings and number of women in administration.
2. develop a Portfolio Procedure for Describing Competencies developed during interruptions of career.
3. provide paid administrative Experience in blocks of 400 hours (summer).
4. carry out a Workshop addressing women's aspirations for administrators and women teachers and students.
5. disseminate information.

As Yankelovitch (1978) recently pointed out women soon are going to realize that trading housework drudgery for the bad bargain in a low-paying job is not very smart, and are going to be demanding full employment of their talents (see also NIE, 1976).

Organization of This Report

This first chapter can stand as a summary of the year-long study. Overviews of Methodology, Findings, and Discussion, for each of the above four objectives when appropriate, are provided along with a bibliography in this chapter.

Detailed findings for the project Survey are carried in Chapter 2 along with references at the end. This questionnaire surveyed the Kansas vocational education scene as well as perceived functions of vocational administrators, internal and external barriers for women aspirants, valued qualifications, confidence in ability to perform administrative skills, and degree of administrative aspirations² (see Appendix A for the questionnaire; the two-page inset went to women vocational teachers and students only).

²One woman returned the anonymous questionnaire unanswered, writing "Women are not emotionally qualified for administrative positions."

Project Time-Line

○ - Advisory Board Meetings

□ - Federal Report Period

Oct. - Pre-Survey

Nov. - Survey Development

March - Portfolio Development/
Survey Results

Feb. - Portfolio Development/
Survey Results

June - Workshop/Portfolio Findings

May - Workshop/EE Plans

Aug. - Final Data

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
1. Draft of Ques.												
2. Advisory Board Meets		X					X			X		
3. Ques. to Printer												
4. Return & Mailing of Ques.												
5. Response of Questionnaire												
6. Processing of Ques. Data/Selection of Participants												
7. Development of Portfolio Packet												
8. Participants' Building of Portfolio												
9. Rating of Portfolios by Judges												
10. Employment Experience Contact												
11. EE Placement Opportunities												
12. Non-traditional Administrative Assessment Workshop												
13. Sex-fair Competence Assessment Workshop												
14. Disseminate the Survey Results/Portfolio Development												
15. Final Report and Analysis of Data												

Dated Time-Line

- | | |
|---|---------------|
| 1. Rough draft of questionnaire | October 29 |
| 2. Advisory board meeting | October 14 |
| 3. Questionnaire to printer | November 22 |
| 4. Return & mailing of questionnaire | December 9 |
| 5. Response to questionnaire | January 2 |
| 6. Processing of questionnaire data/selection of participants | January 30 |
| 7. Development of portfolio packet | March 10 |
| 8. Participants' building of portfolio packet | April 30 |
| 9. Rating of portfolio by judges | May |
| 10. Employment experience contact | March |
| 11. Employment experience opportunities | June-August |
| 12. Non-traditional administrative workshop | May 21-June 2 |
| 13. Sex-fair competence assessment workshop | July 26-28 |
| 14. Dissemination of survey results/portfolio development | March |
| 15. Final Report and analysis of data | August |

The major creative effort of this project was the development, field test, and validity study of the Procedure for Describing Competencies. Although Chapter 3 describes some of the methodological problems, the Technical Supplement of the Manual provides fine details of the development and references for the Manual and for the Guide. The Manual (including its Technical Supplement) and Guide: Analogous Competency Assessment are in Appendix D and may be removed intact from this report for further use.

Chapter 4 contains details of the Workshop for administrators and women teachers, with the program, class syllabus, and handouts in Appendix C.

The Employment Experience phase will be explained within this chapter only.

The timeline for completion of the objectives and major events described to the project's Advisory Board is provided on the next 2 pages.

I. The Survey

A survey was deemed necessary to determine the number of openings in Kansas, how many women administrators already served as role models, and what the attitudes of Kansas administrators and women teachers were toward variables inherent in the hiring process.

The first two of six project objectives addressed the items of information needed. An Advisory Board, representing a cross section of Kansas vocational education provided feedback on the final wording of a Survey.

Project Objective 1. To determine number of job openings, number of women hired in administrative positions in Kansas during the last year and attitudes of vocational education personnel directors and Local Agency (LEA) board presidents.

Project Objective 2. To determine age, group, subject matter field, years of education, years of work experience, and attitudes of a random sample of women vocational education teachers and college students in Kansas.

The first priority was to consider Project Objective 1 and Project Objective 2 for they provided a reference data base in planning for meeting remaining project objectives. The project staff selected the field survey of the Kansas vocational education scene as the most expedient procedure. This field survey was in the form of a carefully designed mail questionnaire. A literature search did not isolate a questionnaire to answer all of the objectives variables. So, project staff developed the questionnaire.

Methodology

The mail questionnaire went to a randomly selected sample of policy board heads, vocational administrators, vocational teachers, and students (in training to become vocational teachers). Chapter Two further details the field survey methodology and results while the survey may be found in Appendix A. A self addressed stamped postcard was included with the questionnaire so that respondents could indicate interest in later phases.

Returned surveys were analyzed by frequency count, averages and standard deviations, chi square, or analysis of variance as appropriate. So far as the staff could determine, comparing answers of women teachers with those of administrators is unique to this study.

Findings

A field survey in Kansas was selected as the most expedient approach to meet the project objective of determining age, group, subject matter field, years of education, years of work experiences and attitudes of women vocational teachers and students in training to become vocational teachers as well as the project objective of determining the number of job openings, number of women hired in vocational education administrative positions, and attitudes of vocational education administrators and board presidents. Extreme care was taken during the survey to maintain a random drawing of the population

samples. The findings for each population sample should thus be representative of its population in total for those responding.

The age ranges of the sampling of vocational teachers and students in training to become vocational teachers can be found in Table 2-15. Both Junior/Community Colleges and Area Vocational Technical Schools have about half of their women vocational teachers in the 30-39 age range. The Junior/Community College possesses an equal representation of teachers younger than and older than this age range. The Area Vocational Technical Schools have more teachers older than this age range than younger. In contrast, the Unified School Districts have slightly over 40% of their women vocational teachers younger than 30 years, with a fourth of their teachers from 30-39 years and a fourth from 40-49 years.

Contributing to the presence of a larger percent of women being under 30 years at the Unified School Districts may be the absence of health programs at this school setting. When looking at ages of students in training to become certified teachers, only the health field has students older than 29 years working on their certification.

The group that the sampling of women vocational teachers and students belongs to has been incorporated into the reporting on other variables. Age, subject matter field, years of education, years of work experiences, and attitudes are shown for Junior/Community College teachers, Area Vocational Technical School teachers, and Unified School District teachers. Students are described keeping the fields of business, health, and home economics unique.

For the subject matter field that present and future women vocational teachers have specialized in see Table 2-3. About one third of the teachers at the Junior/Community Colleges, Area Vocational Technical Schools, and Unified School Districts are in business. Only Junior/Community Colleges (one third of their teachers) and Area Vocational Technical Schools (one

fifth of their teachers) have health teachers. Over half of the teachers at the Unified School Districts are in the field of home economics, with two fifths of the Area Vocational Technical School teachers and one fourth of the Junior/Community College teachers in this field. About one tenth of the women teachers at all three settings are in the Trade and Industry field. About half of the women students-in-training to become vocational teachers are in the field of home economics, with 40% in the health field and 10% in the business field.

In considering years of education possessed by present and future women vocational teachers, the project staff decided it would be less confusing to ask for the highest educational degree held (Table 2-1). Junior/Community College teachers are the best educated with almost 70% possessing a Masters degree and 20% a Bachelors. Slightly over half of the Area Vocational Technical School teachers possess a Masters degree, with 43% a Bachelors. A fourth of the Unified School District Teachers possess a Masters degree with two thirds of them a Bachelors. Kansas educational requirement for administrative certification vary depending on the sought certificate, but the minimum requirement is 30 semester hours of graduate credit. In general, if women vocational teachers are considering administration, those from Unified School Districts would need to first go back for the most graduate work, those from Area Vocational Technical Schools for less, and those from Junior/Community Colleges the least.

In exploring years of work experience for present and future women vocational teachers (Table 2-4), three varieties were considered - paid work at the managerial/administrative level, paid work increasing occupational skills, and unpaid work. About three fourths of the Junior/Community College and Unified School District and 90% of the Area Vocational Technical School teachers reported having no past managerial/administrative work experience.

rience in hiring administrative staff than other settings do. Women teachers from this setting interested in moving into administration need to become aware that many seem to lack this qualification.

Almost one third of the Junior/Community College and Area Vocational Technical School teachers have no work experience increasing occupational skills. Conversely, 28% of the Junior/Community College and 45% of the Area Vocational Technical School teachers have over 5 years of such experience. Unified School District teachers reported one-sixth had "no years" and one third had over five years of work experience increasing occupational skills. Teachers from Area Vocational Technical Schools (30%) have the most unpaid work experience, Unified School Districts (25%) have less, and Junior/Community College (8%) have the least. Students reflected more unpaid work experiences (35%) than any of the teacher groups.

Attitudes of present and future women vocational teachers that were studied were what barriers coming from women contribute to women's lack of interest in vocational administration, what barriers found in the field prevent women from moving into vocational administration, and what aspirations are held for vocational administration. Barrier attitudes were measured on a five point scale ranging from absolutely (1), usually (2), occasionally, (3), rarely (4), and never (5). After indicating the strength with which a barrier occurred, respondents listed barriers considered to be in the top three.

In considering internal barriers (coming from within women) represented in Table 2-11A, only family responsibilities were viewed as occurring at "usually" or higher. Administrative responsibilities in the evening and necessity of a 12-month job were seen as contributing to non-interest more than occasionally but less than usually. In general, the other internal barriers listed were rated as occurring at an occasionally or less frequency. When listing which three barriers were the strongest contributors

(Table 2-11F), teachers viewed including the necessity of a 12-month job more than students while students considered including the necessity for further graduate studies more.

When present and future teachers viewed external barriers (found in the field that prevent women from moving into vocational administration), represented in Table 2-12A, these were seen as operating more frequently than internal barriers. Lack of acceptance as an administrator by craftsmen in a traditionally male area was rated as usually being present. Lack of ability to talk the language of commerce and/or industry in establishing and maintaining commercial contacts was viewed as occasionally being present. All other barriers were seen as ranging somewhere between usually and occasionally operating. When listing the three barriers contributing the strongest (Table 2-12E), students viewed the lack of women in higher level vocational administration positions to serve as role models as needed more than teachers did.

Students in general could visualize themselves aspiring for a higher level of vocational administration than teachers could (Table 2-16A). The majority of the Junior/Community College and Area Vocational Technical School teachers were not interested in administration at the Unified School District setting. None of the teachers saw themselves as a superintendent, assistant superintendent, or a principal at this setting. But in viewing top level administration at the Area Vocational Technical School setting, over a third of the teachers could see themselves in this role. When considering administration at the Junior/Community College setting, none of the teachers saw themselves as president. Within the teacher categories, Area Vocational Technical School teachers had the largest percentage that would consider being a dean of instruction and the largest percentage not interested in administration at this setting.

During the Kansas field survey of vocational education administrators, the number of openings filled in the last three years for staff members functioning as administrators was asked (Table 2-9a). Over half of the Junior College and Area Vocational Technical School Administrators and three-fourths of the Unified School District administrators responded that their school had had no openings. The remaining Unified School District administrators had one opening; twenty-four percent had two openings. Twenty-five percent of the Junior/Community College administrators had one opening; twelve percent had two openings; and four percent had five openings. In the Kansas educational scene there are nineteen Community/Junior colleges, fourteen Area Vocational Technical Schools, and two hundred ninety six Unified School Districts (and this latter group had a sample drawn, therefore, the results are perhaps proportionately understated). When administrators indicated what the future trend was for staff size (Table 2-9b), Junior/Community College administrators were the most optimistic in expecting future expansion of staff size (30% saw an increase) while Area Vocational Technical School and Unified School District administrators had 14% forecasting possible expansion.

Our random sample of 108 vocational administrators had responses from 11 women and 79 men (Table 2-5). This converts to 12% of the responding administrators being women. The project's log book had recorded receiving only 85 administrator responses. This means that five of the women respondents from the teachers' lists indicated on the questionnaire that they spend 50% or more time at administrative tasks, changing categories for data processing. Almost half of the women administrators were officially listed as teachers. The possibility appears to exist that in the field there are vocational teachers with administrative responsibilities but not a corresponding administrative title.

Administrator and policy board head attitudes studied the barriers coming

from women that contribute to women's lack of interest in vocational administration and what barriers found in the field prevent women from moving into vocational administration. Barrier attitudes were measured on a five point scale ranging from absolutely (1), usually (2), occasionally (3), rarely (4), and never (5) responses. After indicating the strength with which a barrier occurred, respondents listed barriers considered to be in the top three.

Policy board heads and Unified School District administrators saw all of the internal barriers (coming from within women) as ranging from occurring a little more than occasionally to a little less than occasionally. Junior/Community College and Area Vocational Technical School administrators agreed with the exception of viewing 'family responsibilities' contributing usually to women's lack of interest in administration (see Table 2-11A). When listing which three barriers were the strongest contributors (Table 2-11F), a larger percentage of administrators included "family responsibilities" than policy board heads did. Policy board heads included "fear of isolation found in administrative roles" and "need to make 'tough' decisions in administration" at a larger percentage than administrators did.

In general, Unified School District administrators viewed external barriers (found in the field that prevent women from moving into vocational administration) as occurring less frequently than any of the other administrators or policy board heads (Table 2-12A). They rated external barriers as being present less than usually to less than occasionally. Policy board heads and Area Vocational Technical School administrators viewed all external barriers as operating at a greater than occasionally level with "lack of acceptance as an administrator by craftsmen in traditionally male areas" occurring at more than a usual level. Junior/Community College administrators ranged from usually to occasionally. There did not appear to be any major differences between policy board heads and administrators when listing which three barriers were the strongest contributors (Table 2-12E).

Discussion and Implications

The results of the Kansas survey suggested that women students see the certification needs as the greatest need to have in order to be hired while administrators placed emphasis upon integrity, high energy level, etc., that only appear in letters of recommendation. Furthermore, the typical resume used in education in applying for a job lists only job titles from paid work - it does not describe functions nor competencies developed in unpaid work experience. Therefore, the need for adding this element to the procedure for describing competencies developed in the interrupted pattern through unpaid/volunteer work was established.

The only difference in internal barriers (psychological, perceptions) that keep women from aspiring to the position of administrator were on ratings of family responsibilities, 12-month job, travel, hiring-firing staff and isolation with no discernible pattern of administrators vs teacher but rather "setting" for both groups adds to differences observed. To demonstrate the ability to make tough decisions and to work with motivating people, the portfolio procedure for describing competencies went into detailed "I Can" lists developed from lists of highly rated functions and competencies of administrators as well as from the literature.

Women's aspirations and perceived competency needs were used to develop a workshop dealing with articulated values and practical solutions in vocational education for men and women. Women students in the Survey had higher aspirations than women already teaching, so the workshop was structured for women already teaching.

II. The Portfolio Procedure

Women who are considering long range goals in their careers so that purposive behavior replaces floundering and so that tasks AND income reflect

competencies and functions, must consider how to "get in the running" for job openings that occur. In Kansas, as in many states, the potential administrator usually has two types of work experience outside of education:

1. the first is in the service area in which one wishes to become certified to teach which precedes
2. certification as an administrator including an informal look at administrative experiences.

Also, familiarity with other service areas is a strong factor (service areas are: Health, Business and Office, Home Economics, Trade and Industry, Agricultural Education, Distributive Education).

Women who work outside education often do so in fulltime homemaker/volunteer work roles. Women who gain administrative experiences within education often do so as these responding in Kansas indicated - over 50% of their time may be as an administrator but the job title is "teacher".

Competencies that are developed through experiences lend themselves to nontraditional description. Similar procedures that have been developed the past few years allow colleges/universities to assess "experiential learning" through portfolios, demonstrations, etc. (Willingham, 1977), and to assign college credit for experiences analogous to those found within specific coursework.

Program Objective 3 . To determine effect of adaptation of experiential assessment of unpaid work experience. (The remainder of this objective refers to the workshop described in Section IV.)

Program Objective 5. To determine extent to which Analogous Competency Assessment (ACT) are acceptable to State Department of Education certification personnel and are helpful to women seeking job placement or T/I experience.

Details of procedures followed in developing the Guide to portfolios are in Chapter 3 and Appendix D.

Methodology

Self selected women, from the pool of randomly drawn teachers who responded to the Survey, volunteered to complete a Portfolio of their unpaid/volunteer work experiences (and paid administrative experiences that were not obvious from actual job title). Of the 24 who volunteered, eight actually developed portfolios including documentation, during spring, 1978.

Twenty-four administrators volunteered to spend a day at one of three central sites to rate the portfolios.

Ratings were obtained on usefulness of the portfolio procedure; types of documentation, Overall Effectiveness potential for administration, "degree qualified" in five administrative dimensions, and degree writing ability influenced ratings.

Six of the women authors volunteered to attend a nontraditional assessment workshop. Criterion measures that were used included paper/pencil measures, in-basket technique, and leaderless group discussion.

Two teams of three trained judges rated the in-basket and leaderless group discussions.

Ratings from portfolios and from the workshop were analyzed for reliability and both were correlated together for Spearman rho nonparametric correlations to obtain validity indices.

Findings

Administrators of vocational education programs in Kansas rated the degree to which portfolios demonstrated the authors held competencies in five dimensions and in Overall Effectiveness for an administrative job. As shown in Table 3 p. 24, Manual, Appendix D of this report, the reliabilities were respectable for judges' ratings, with a median of 60. No reliability was found for Communication due to lack of spread in the ratings (personal review of data).

The means and standard deviations of the ratings (based upon 4-19 ratings, with a mode = 5) are in Table 10 p. 37 the Manual in Appendix D. Half the portfolio ratings had deviations of .60 or less, indicating consistency.

Intercorrelations of the ratings of the five dimensions and Overall Effectiveness indicate relationships in Planning/Goal Setting with Organizational Management. Also Communication was significantly related to Demonstrated Leadership, and Decision Making to Overall Effectiveness (see Table 4, p.25, Manual in Appendix D). Thus the administrative dimensions are relatively discrete for this group of authors.

The portfolio procedure was seen as useful while writing ability seemed important as "first impression" (see Table 5 and 6 beginning on page 30 of the Manual in Appendix D).

Reliability of the trained judges' ratings were computed by Ebel's intra-class correlation. Reliability was .24 (in-basket) and .76 (lgd) for one team and .67 (inbasket) and .90 (lgd), with three of the four of adequate reliability.

Correlations of portfolio ratings with criterion measures (see Table 9, p. 35, Manual, Appendix D. Correlations with In-Basket ratings and role play interview were not significant. The Leadership Group Discussion (Participative Decision Making) carried most of the significant relationships. (With an N=6, the nonparametric correlation is conservative). However, Communication, Decision-making, and Overall portfolio ratings had only one or two significant correlations, no better than chance. Planning and Goal Setting correlations with criterion measures were the same as those of Organizational Management (OM), plus OM had others of significance.

Several P/GS and OM correlations approached the significance level of .73.

OM was related to ratings on Listened to Others, Persuasiveness, Bargained for a Fair Solution, Overall Participation in Decision making, and Overall

Performance (the latter as rated by the team coming to a consensus). Demonstrated Leadership was significantly related to ratings of Followed up on Pertinent Point, Listened to Others, and Flexibility in Reading Decision.

Discussion

The findings with a small self selected group (N=6) were enough to recommend use of the Guide for personal and teaching purposes. The portfolio, developed by procedures outlined in the Guide, will be a documented description of competencies. These competencies are analogous to those developed in administrative paid work capacities. Relevant sections of the portfolio can be submitted with application resume, and transcript for each position. Whether the employer is screening applications with a committee or with a single personnel director, the small variation (standard deviations) in ratings indicates that raters will rate the portfolios in similar fashions.

Since "parent institutions" recommend certification and administrative experience is not necessarily required, no attempt was made with State Department of Education personnel other than to send them copies of the Manual/Guide.

The Guide for portfolios can be adapted for the types of competencies developed in unpaid/volunteer work experiences, particularly by women. For example, the Displaced Homemaker projects will find ready use of the procedure. One woman author has already cited the confidence and self-knowledge she gained as helping her attain an administrative job (see letters in Appendix B). Thus, the procedure deals with both interrupted and floundering career issues.

III. Employment Experience

Since administrative experience outside of education is important, but not required, the next objective was:

Program Objective 4. To determine the types of jobs that can be developed

in Kansas to provide 400 hour blocks of time in T/I fields for women teachers and college students in vocational education and to assess the satisfactoriness of the employee following the employment experience (EE).

Methodology

Kansas State Department of Education has developed a program to underwrite costs of employment experience. Thus, after identifying women in the survey random sample pool who were interested in this type of experience, SDEd application forms were sent by the staff to them in plenty of time for screening. Indeed, a followup set of papers was sent to each interested participant.

Due to confidentiality of such procedures, no information is available on those sent information by this project.

IV. Workshop

The last part of Program Objective 3 indicates that the project would deal with "effect of group dynamics concerning self concept, assertiveness training, administrative issues, and values clarification on women aspiring to administrative positions in vocational technical schools and board president or personnel director attending the same workshop with emphasis on reducing sexrole stereotypes toward women's qualifications".

Methodology

A one-day drive-in conference on sex equity was held the last week in July in cooperation with the State Department of Education.

The purpose of the workshop was to deal with issues related to women in administration in vocational education. Following a key-note address by Lynn McMahon, director of Philadelphia's Women in Transition, small groups discussed the practical aspects of reducing sex bias in vocational education programs.

A movie "We are Women" and a videotape from Project BORN FREE, "Men: Choices and Changes" preceded the three elective afternoon groups. The three were: 1) Use of Guide: Administrative Competency Portfolio, 2) men's caucus and 3) values clarification in level of aspiration.

The workshop concluded with a review of vocational education priorities by Carol Oberle, Sex Equity Specialist.

The "effects" could not be measured due to incomplete data from a N of 16, not including nine others who had participated in other phases of the project.

The program discussion guides and handouts are in Appendix C. Further discussion of the Workshop is in Chapter 4.

V. Dissemination

The last program objective dealt with the plan for dissemination. Program Objective 6. To deliver procedures established as valid and reliable by this research in ACA to teacher training institutions, State Department of Education certification personnel, participating LEA personnel and directors of vocational technical schools; to offer to deliver presentations to American Personnel and Guidance Personnel Association, American Association of School Boards and Administrators or National Council of Local Administrators and the American Vocational Association conventions and journals and the ERIC system and through DHEW reports as required.

In addition, a constant stream of requests were received. In chronological order, major dissemination efforts were:

- 1) program presented at American Vocational Association twice, in December, and paper sent to ERIC.
- 2) first quarterly report disseminated
- 3) program presented at meetings of Kansas area vocational technical schools in November and informally at association of Kansas united school administrators in December

- 4) second quarterly report disseminated
- 5) program preserved at American Personnel and Guidance Association in March and paper sent to ERIC
- 6) third quarterly report disseminated
- 7) Manual and Guide given to workshop participants, board members, some 40 requests, 51 sex-equity specialists (each state), BORN FREE resource library, and placed permanently for dissemination through Kansas Sex Equity Specialist, State Department of Education, 120 E. 10th, Topeka, KS. 66612.
- 8) report to National Conference of Local Administrators in July
- 9) final report, containing both Survey results and Manual/Guide sent to 92 people, including all Kansas participants in the project and others requesting it, and placed in ERIC through DHEW

Conclusions and Summary

The six program objectives covering Survey of Kansas vocational education, development of a Guide to portfolio presentation of administrative competencies experienced in unpaid/volunteer work, offering of Employment Experiences in administration a workshop for administrators and women teachers addressing women's aspirations, and dissemination were all attained to some degree. The major change was in Employment Experience, where cooperation with the State Department of Education's summer intern program information was sent to participants rather than the project attempting to compete with a project funding such experiences.

Also, although the Workshop was held and all State Departments of Education were sent the Manual/Guide, no data of moment were collected on them.

The following conclusions appear justified in light of the presented data:

1. The Survey is a useful instrument for rating barriers functions, qualifications, competencies and aspirations.
2. Jobs open at a low but constant rate in Kansas vocational education administration and women have jobs requiring administrative duties with neither title nor recompense.

3. The Manual/Guide: Analogous Competency Assessment has established adequate reliability and validity.

Comments from authors and field-test raters, also, were favorable and supportive.

Recommendations

Further research into the validity of competencies described in a portfolio, competencies that could only have been developed from unpaid experiences is recommended. Adaptation and use by Displaced Homemaker units and teacher training faculty is urged.

Chapter 1

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CHAPTER 2

THE FIELD SURVEY

The project staff decided the first priority was to establish a Kansas vocational education reference frame for planning the year's activities and events. Project objectives first considered were determining age, group, subject matter field, years of education, years of work experiences, and attitudes of women vocational teachers and students who were in training to become vocational teachers. Also considered were determining the number of job openings, number of women hired in administrative positions, and attitudes of vocational education administrators and board presidents.

A field survey was selected as the most expedient approach to meeting these project objectives. The goals of the field survey were to:

1. create a realistic picture of qualifications needed for vocational education administration in Kansas from demographic data collected on present vocational administrators. Demographic data gathered on women would give input into qualification areas needing development.
2. measure women's view of the importance of administrative functions of Vocational Education, the factors contributing to women's underrepresentation in vocational administration, and the importance of qualifications in the hiring of administrators. These views would be compared to those held by the predominately male vocational administrators and heads of policy-boards.
3. measure women's confidence in their ability to perform administrative functions and their aspirations for further education and vocational administration positions.
4. describe the employment picture for vocational administration in Kansas.

The field survey was designed in the form of a mail questionnaire. The Kansas State University President's Committee on Research Involving Human Subjects approved the questionnaire on November 17, 1977. The notification of

approval is in Appendix A. An initial mailing to a sample of 375 occurred during the week of December 12. A second mailing to non-respondents was sent during the week of January 3, 1978. Included in both mailings was a postcard on which to indicate interest in future project options. Table 2-8 gives by population categories the numbers in the initial mailing, numbers of returns, return percentages and numbers indicating interest in future project phases.

As indicated in the data in Table 2-8, the percentages of returned questionnaires ranged from 38% (N=38) for policy board heads to 79% (N=85) for administrators. The number of returned questionnaires was deemed adequate for interpretation of results.

Subsequent sections of this chapter describe the Population and Sampling, the Informed Consent Procedure, development of the Questionnaire, and results.

Furthermore, citations in the list of references used in development of the survey questionnaire conclude this chapter.

SURVEY METHODOLOGY

THE POPULATION

Four field groups were surveyed--head of policy-making boards, vocational administrators, women vocational teachers, and women students planning on becoming certified vocational teachers. Board heads and vocational administrators were selected from public supported schools that have at least one program that receives vocational funding from the Vocational Education Administration Section, the Kansas State Department of Education. Vocational teachers were selected from those teaching a vocational funded program, thereby having to be certified. Students were selected from those who would finish their necessary educational requirements to become vocationally certified teachers by spring of 1978 in all program service areas except Health. The student population in Health consisted of those students currently enrolled in courses required for their certification.

The Vocational Education Administration Section of the Kansas State Department of Education, in providing lists of names of policy-board heads, administrators, and teachers of vocational funded programs, gave approval for surveying these populations. Permission letters from departments of the Four-Year Institutions who provided names of future student graduates are on file.

THE SAMPLING

Four hundred subjects were selected from the population: 100 heads of policy-making boards, 100 vocational administrators, 100 women vocational teachers, and 100 women students planning on becoming vocational teachers.

The population from which heads of policy-making boards were selected was grouped as to policy-board heads of Community Junior Colleges, policy-

board heads of Area Vocational Technical Schools and policy-board heads of Unified School Districts. The policy-board heads of all 19 Community Junior Colleges and all 14 Area Vocational Technical Schools were selected.

Unified School District policy-board heads were stratified by three levels with respect to student population district size. From each stratum there was a random selection of 22, making a total representation of 66 Unified School District policy-board heads out of a total population of 296.

The population from which vocational administrators were selected was grouped as to Community Junior College administrators, Area Vocational Technical School administrators, and Unified School District administrators. From each Community Junior College was selected the Dean of Instruction. If the President or Vice-President of a college was responsible for instruction, he or she was included in the sample. Department heads over occupational programs were also selected if over 50% of their time was spent at administration. All Area Vocational Technical School administrators were selected whose administrative duties required over 50% of their time. Unified School District administrators were stratified as to superintendents, principals in charge of vocational programs, and supervisory level spending over 50% of their time at administrative duties. From each stratum level there was a random selection of 15; with a total selection from a stratum if less than 15 were present. The total population superintendents and principals were drawn from was 296; supervisors was 16.

The population from which women vocational teachers were selected was stratified into the five program service areas: Agriculture, Trade and Industrial, Health, Home Economics, and Business and Distributive. From each stratum there was a total selection unless a stratum had more than 20 teachers to draw from. Within these larger strata there was a sub-grouping of teachers as to teaching setting (Community Junior College, Area Vocational Technical School, and Unified School District setting). A random sample of 20 teachers

was drawn from each of the larger stratum such that there was proportional representation of educational settings. A total of 475 teachers were in the pool.

The population of women students numbered 61.

INFORMED CONSENT

Kansas State University has a procedure for informing respondents of their rights when a questionnaire is to be used that provides approval for its use after a study's methodology, cover letter, and questionnaire are submitted. This procedure is quoted from KSU guidelines in the following paragraphs:

QUESTIONNAIRE/SURVEY STUDIES AND INFORMED CONSENT

In questionnaire or interview surveys, it is not necessary to receive a signed "Informed Consent" form if the following guidelines are followed:

1. The name of the subject should not appear on the form (s) used to collect data (answer sheets, survey form, interview schedule, etc.). Identification code numbers may be employed if the investigator has devised reasonable safeguards for protecting the identity of individuals.

2. No set of demographic questions may be asked which would permit a knowledgeable person to identify the respondent. For example, faculty surveys asking for the faculty member's department, rank, sex, and date of appointment would permit the department head to identify individual faculty members. If such questions are asked, the usual "informed consent" form must be signed.

3. Questionnaire forms must display the following or similar message in a prominent place :

"This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help the survey administrators find answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results."

In interview surveys, this message must be read to each interviewee.

THE SURVEY

The selected population sample was surveyed by mail. Heads of policy-making boards, representing selectors of administrators, and vocational ad-

ministrators, representing present administrators, were surveyed. The purpose was to formulate a realistic picture of characteristics and qualifications administrators possess, concepts of characteristics and qualifications vocational education administrators need, and the potential difficulty women will have in moving into vocational education administration. Women vocational teachers and women students in training for vocational teaching, representing potential administrators, were surveyed to formulate a picture of women's present characteristics and qualifications, women's perception of characteristics and qualifications vocational education administrators need, women's perception of the difficulty of entering into the administrative field, and women's aspirations to enter into vocational education administration.

The heads of policy-making boards and vocational administrators received a packet consisting of the basic four-page questionnaire (Appendix A), the cover letter (Appendix A), a post-card for expressing interest in future project phases (Appendix A), a self-addressed and stamped return envelope, and an enclosed pencil as a small reward for answering the questionnaire. Women vocational teachers and women students planning on becoming certified vocational teachers received a packet consisting of the basic four-page booklet questionnaire (Appendix A), a slide in two-page questionnaire addition (Appendix A), the cover letter (Appendix A), a post-card for expressing interest in future project phases (Appendix A), a further description of the credential project phases (Appendix A), a self-addressed and stamped return envelope, and an enclosed pencil as a small reward for answering the questionnaire.

Each of the enclosed questionnaires carried a six digit code, identifying the group (policy-board head, administrator, teacher, or student), the school setting (Community Junior College, Area Vocational Technical School, or Unified School District), the service area (Agriculture, Trade and Industrial, Home Economics, Health, or Business and Distributive), and the mailing list

position the questionnaire represented. The coded returns, coding interpretation sheets, and mailing lists were kept in separate files under security conditions. The usage of coding allowed the monitoring of survey returns and the possibility of following up on respondents. With coding, it became feasible to utilize survey data for respondents agreeing to participate in future project plans.

THE QUESTIONNAIRE

The questionnaire was developed to measure the variables under consideration in the survey of the population. Appendix A lists demographic and dependent variables considered for each population group. A basic four-page questionnaire measured variables for the heads of policy-making boards, vocational administrators, women vocational teachers, and women students planning on becoming certified teachers. A slide-in sheet for women vocational teachers and women teachers planning on becoming certified vocational teachers measured additional variables for women.

Demographic variables were chosen utilizing several criteria. First, Variables 1 and 2 were included to be used in testing their influence as independent variables on the dependent variables 12 through 17. Variable 6 was included to enable the project staff to have a consistent guideline for separating teachers and administrators. Variables 3, 4, 5, 7, 8, 9, and 10 were asked to have a comparison of backgrounds and qualifications of administrators to women teachers and women students. Particular attention was given to outside teaching service area work experience and unpaid/volunteer work experience to fit into the overall project's emphasis. Variable 11 was included as relevant data needed from the field.

The dependent variable 12 was obtained on page 2 on the questionnaire (see Appendix A). Heads of policy-making boards, vocational administrators, women vocational teachers, and women students planning on becoming certified vocational teachers were asked what level of importance each thought vocational administrators gave a selected function list. Each function on the list was to be rated as to High, Med. High, Med. Low, or in Low importance.

The variable 12 selected function list was prepared utilizing a report of Project Active at Florida State University (Florida State University, 1976). One of the purposes of the ACTIVE study was to identify professional competencies needed by Vocational Education administrators and supervisors at the district and institutional levels. Their methodology was a descriptive survey using a mailing questionnaire that was sent to county level administrators and supervisors, occupational education deans and administrators in public community college, principals of comprehensive high schools, and area center administrators. The Florida study initially compiled 300 vocational administration competencies from a review of literature which were condensed into 84 competency statements, validated by jury, and revised. This list was mailed to the population who used a 6 point scale to judge the importance of each skill to an administrator.

Two criteria were utilized in determining which of the 84 Florida skill statements would be included in the variable 12 selected function list. First, competencies were selected that were determined to be in the top ten percent by all surveyed groups in the Florida study. The simple average of the means for all groups was used in establishing this ranking. This criterion gave items 8, 12, 15, 16, 18, 19, 24, 28, and 29 for the variable 12 selected function list. Second, the fourteen competencies found significant by Florida at the 0.5 or better level when looking at the administrators' perception of importance of competencies being different from the supervisors' perception were selected. This second criterion gave items 10, 11, 13, 14, 17, 20, 21, 22, 23, 25, 26, 27, 31, and 32 for the variable 12 selected function list.

All items except 11 were considered more important by administrators than by

supervisors, with the reverse true for item 11.

Since the 1975-1976 Florida descriptive survey, Federal legislation has forced increased importance of related administrative functions. The project staff reviewed recent legislation and compiled a list of four functions that might merit inclusion to the variable 12 selected list because of recent legislation. This list was presented to a board of judges from the field. These judges recommended the inclusion of item 30 (guide activities to increase representation of women in student population) and item 9 (provide programs to meet the needs of handicapped and disadvantaged students in the vocational program) to the variable 12 selected function list. The order that the functions were listed in measuring variable 12 was determined by using a table of random numbers.

The variable 12 selected list was utilized again in measuring variable 16 on page A of the questionnaire's slide-in page (see Appendix A). Women vocational teachers and women students planning on becoming certified vocational teachers were asked what level of confidence each had that she could perform each function. Each function on the list was rated as to High, Med. High, Med. Low, or Low confidence.

The dependent variables 13 and 14 were measured on page 3 of the questionnaire (see Appendix A). Heads of policy-making boards, vocational administrators, women vocational teachers, and women students planning on becoming certified vocational teachers were asked the degree they felt each reason contributes to disinterest by women in vocational administration or to the prevention of women entering vocational administration. Each reason on the list was rated as to Absolutely, Usually, Occasionally, Rarely, or Never.

Development of the barriers' list had three stages. The initial list came from a review of literature. Merged with this list was a barriers' list compiled from personal interviews with field experts. The final stage utilized a board of judges who reviewed the combined list for relevancy to the field

and to the variables being measured.

In reviewing the literature dealing with barriers to women entering vocational administration, it became clear that two categories of barriers existed. Some of the barriers seemed to be coming from the women themselves and could be overcome by women changing their attitudes, life priorities, or capability concept. Other barriers seemed to be present in the field of vocational education, presenting road blocks to be dealt with by women moving into administration. The project staff decided to treat the barriers to women entering vocational administration as two aspects, variable 13 and variable 14. Barriers found in the literature but not included in our initial literature review list were those that tended to involve personal characteristics, societal trends, or psychological interplay between people.

Support for considering barriers that may interact to inhibit women from engaging in achievement-directed behavior necessary to ensure promotion into managerial positions as external factors and internal factors was given by O'Leary (1974). From a review of literature, she found that internal psychological factors included fear of failure, low self-esteem, role conflict, perceived consequences of achievement-related behaviors, and perceived incentives for achievement-related behaviors. External psychological factors included societal sex role stereotypes and societal attitudes toward competency of women.

The American Vocational Journal, November 1974, specialized in articles addressing the theme "professional opportunities for women in vocational education." In this issue Kievit (1974), King (1974), and Simpson (1974) consider barriers such as women's willingness to accept the status quo, the role conflict involved in merging home and career responsibilities, low perceived advancement possibilities by women, lack of acceptance of women by some male faculty and male administrators, predominance of male hirers, women's refusal to compete for top jobs, and doubts by men of women's full commitment to a career. Jerdee and Rosen (1976), in a speech presented at the Annual Meeting of the American Psychological Association, saw many women were weak

in career commitment due to family responsibilities, life-style considerations, and the financial problems involved with acquiring additional training or education. Several relevant considerations included the variety of women's career patterns compared to men's and the role-overload women may face in combining career, family, and schooling.

Neidermayer and Kramer (1974) in a position paper for the Recruitment Leadership and Training Institute point out that women lack role models in administration. Contributing reasons may be the school systems' inability to distinguish women preparing for administration and the women's social conditioning to not aspire where they feel unwelcomed. Silvers (1976), besides considering many personal characteristics and societal trends, noted the "old boy network" which serves as entry into administration, home responsibilities interference with travel and group experiences, the social isolation of women in leadership positions, the risk orientation needed for administration, and the preference by both sexes for male supervisors. Zucherman (1976) who restructured, reviewed, and clarified research in the areas of women's career commitment, educational aspirations, non-traditional career goals and choices, and feminism considered many personal characteristics in her review. But in her review she found that women in non-traditional fields have higher aspirations toward administration. Women also tend to have a lower self-esteem than men.

Frank and White (1977) in their EPDA Project Final Report 1976-1977 on New Opportunities in Vocational Education pointed out that for vocational administration women need the ability to live with isolation at the top, to make informed decisions, to be flexible, to hire and fire, to manipulate within the administrative informal structure, and to be willing to take active roles in professional fields. Because of the technical emphasis in vocational education, women wanting to become administrators also need to be able to show high levels of initial job competence, demonstrate knowledge of equipment in each major area, plan in terms of one and five years, be aware of and deal

with the overwhelming bias of the traditional male vocational education teachers against women in positions of authority over them, be willing to go back to school for administrative degrees, and be willing to acquire five years of related experience outside of education for acceptance as administrators.

Incorporated into the two barriers list from the review of literature was the list from personal interviews conducted in the field. Interviewed were Dale Brooks, Director, Central Kansas Area Vocational School; Carolyn Comfort, Director of Home Economics Programs, Wichita Area Vocational Technical School; Mary Evan Griffith, Supervisor of Home Economics Teacher Certification, Kansas State University; Marilyn Hecke, Educational Program Specialist of Health Service, Kansas State Department of Education; and Carol Oberle, Educational Program Specialist of Home Economics, Kansas State Department of Education.

The final stage in development of the barrier lists was the review by a board of judges who were asked to judge the relevance of the list to the vocational field and to measuring barriers to women entering vocational administration. The board of judges included: Jim Akin, Associate Director, Career Planning and Placement, Kansas State University; Virginia Cannon, Business Education Coordinator, Manhattan Area Vocational Technical School; Jean Reehling, Assistant Dean, College of Home Economics, Kansas State University; Robert Scott, Professor, Department of Adult and Occupational Education, Kansas State University; Donald Siemsen, Assistant Director, Manhattan Area Vocational Technical School; and Vida Stanius, Assistant Dean, College of Education, Kansas State University. Final revisions were made to the barrier lists upon recommendation of the board of judges.

The dependent variable 15 was obtained on page 4 of the questionnaire (see Appendix A). Heads of policy-making boards, vocational administrators, women vocational teachers, and women students planning on becoming certified vocational teachers were asked what level of importance is given a list of qualifications by hirers of vocational education administrators. Each qualification on the list was to be rated as to High, Med. High, Med. low, or Low importance

in the hiring process.

An initial selected qualifications list was compiled from the review of relevant chapters in Wenrich and Wenrich (1974), pp. 213-216, Castetter (1976, pp. 138-166 and Dunphy, Austin and McEneaney (1973, pp. 20-27.) A list of qualifications and attributes being sought by schools advertising administrative openings was compiled from job description position announcements obtained from Career Planning and Placement Center, Kansas State University. After merging the two qualification lists, additional items were added to gain feedback on unpaid/volunteer work experience for use in future project phases. The Cooperative Assessment of Experiential Learning's work with assessment (Forrest, 1977) provided categories of unpaid work experience to be included. The advisory board, representing vocational education and business management, reviewed the selected qualifications list for relevancy to measurement of variable 15.

The dependent variable 17 was delineated on page B of the questionnaire's sliding page (Appendix A). Women vocational teachers and women students planning on becoming certified vocational teachers were asked highest degree, highest administrative position at each educational setting, and types of unpaid/volunteer work they would consider in the future if they had the opportunity and the necessary qualifications. The situational approach in asking womens' aspirations was adapted to vocational education from the approach used by McMillin, 1976, in considering aspiration level for administrative careers in education.

The developed questionnaire underwent two field testings prior to printing. First, a copy of the questionnaire was mailed to advisory board members to provide feedback on the relevancy of the questionnaire to the vocational field. Second, five men and five women in the vocational field took the questionnaire to provide feedback as to clarity of directions and of items.

SURVEY RESULTS

Returned questionnaires were coded by the project staff with keypunching, programming and analysis handled by the Kansas State University Computing Center. Three questionnaires were rejected from analysis because of incomplete responses.

NOTES ON READING OF TABLES

Four field groups were surveyed by the questionnaire - head of policy-making boards, vocational administrators, women vocational teachers, and women students planning on becoming certified vocational teachers. The random sampling of head of policy-making boards and vocational administrators was stratified by school setting. The random sampling of vocational teachers incorporated stratification by school setting and by service area. The random sampling of students was stratified by service area. School setting stratification was Community/Junior College, Area Vocational Technical School (AVTS), and Unified School District (U.S.D.). Service area stratification was Agriculture, Business and Distributive, Health, Home Economics, and Trades and Industry.

Although each of the four field groups originally had a sampling of approximately 100, varying questionnaire return rates gave unequal representation of the groups for data analysis. Only administrators and teachers had sufficient return numbers to explore within group differences by school setting and/or service area. Student service area differences were occasionally considered but with reservation because of sample sizes. Data results are generally reported for eight sub-groups for the questionnaire's pages 1, 2, 3, and 4 - and Policy Board Heads, Junior College Administrators, AVTS Administrators, U.S.D. Administrators, Junior College Teachers, AVTS Teachers, U.S.D. Teachers, and Students. Because the questionnaire's pages A and B were sent only to women vocational teachers and students, these data results are generally reported for four sub-groups - Junior College Teachers, AVTS Teachers, U.S.D. Teachers and Students.

Demographic information on the questionnaire's population, Kansas vocational administration job openings, women vocational teachers' future aspirations, and unpaid volunteer work women vocational teachers are willing to volunteer for are reported as frequency distribution by sub-groups (Table 2-1 through Table 2-9; Table 2-15 through Table 2-17). Table 2-12, Table 2-13 and Table 2-17 allowed respondents to check more than one category, making it possible for distribution percentages to be more than 100%.

The dependent variables of importance of selected vocational administrative functions, contribution ratings of selected internal barriers to women's lack of interest in vocational administration, contribution ratings of selected external barriers preventing women from moving into vocational administration, importance ratings of selected hiring qualifications, and women vocational teachers' confidence ratings of ability to perform selected administrative functions are first reported as tabular overviews of all sub-groups (Tables 2-10A, 2-11A, 2-12A, 2-13A and 2-14). In each overview, each item's mean for total respondents is reported on the left; for each responding sub-group on the right. Above each item's mean is its ranking position when all items are ranked for total respondents and for each sub-group. An ANOVA was run of sub-group means by item. When significance was found at the .05 level, Least Significant Difference (LSD) analysis determined like sub-groups. Like sub-groups are represented by like alphabetic symbols below item means.

Following the general overview for each of the dependent variables, sub-group differences were explored for that variable. Comparisons of two sub-groups were by t-tests. Comparisons of more than two sub-groups were by ANOVAs. Data tables are reported only when sub-group comparisons found the number of items showing significance as greater than by chance (95% confidence level). Reported ANOVA data tables first list the items found to be significant at the 95% level. Bar graph tables showing Least Significant Difference (LSD) analysis exploration to determine like sub-groups follow. Like sub-groups are joined by the same bar.

Table 2- 1

Highest Degree Held by Administrators, Teachers, and Students in Four Site Locations

Degree	Administrators			Teachers			Student	
	Junior College n=31	AVTS n=35	U.S.D. n=24	Junior College n=25	AVTS n=23	U.S.D. n=12	4-yr. College n=31	Total n=181
High School	0 (0%)	1 (2.9%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (12.9%)	5 (2.8%)
Associate of Arts	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (9.7%)	3 (1.7%)
Bachelors	2 (6.5%)	0 (0%)	1 (4.2%)	5 (20%)	10 (43.5%)	8 (66.7%)	19 (61.3%)	45 (24.9%)
Masters	10 (32.3%)	24 (68.6%)	14 (58.3%)	17 (68%)	12 (52.2%)	3 (25%)	1 (3.2%)	81 (44.8%)
Specialist	1 (3.2%)	3 (8.6%)	6 (25%)	1 (4%)	0 (0%)	1 (8.3%)	1 (3.2%)	13 (7.2%)
Ed.D. or Ph.D.	18 (58.1%)	6 (17.1%)	3 (12.5%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	28 (15.5%)
Other	0 (0%)	1 (2.9%)	0 (0%)	1 (4%)	1 (4.3%)	0 (0%)	3 (9.7%)	6 (3.3%)

Table 2- 2

Certificate(s)* Held by Administrators, Teachers, and Students in Four Site Locations

Certification	Administrators			Teachers			Student	
	Junior College n=31	AVTS n=35	U.S.D. n=24	Junior College n=25	AVTS n=23	U.S.D. n=12	4-yr. College n=31	Total n=181
None	8 (25.8%)	1 (2.9%)	0 (0%)	2 (8%)	1 (4.3%)	0 (0%)	10 (32.3%)	22 (12.2%)
Teaching Certificate	14 (45.2%)	19 (54.3%)	13 (54.2%)	22 (88%)	22 (95.7%)	12 (100%)	20 (64.5%)	122 (67.4%)
Building Administrator	1 (3.2%)	6 (17.1%)	7 (29.2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	14 (7.7%)
Specialized Administrator Endorsement	3 (9.7%)	8 (22.9%)	4 (16.7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	15 (8.3%)
District School Administrator	10 (32.3%)	6 (17.1%)	13 (54.2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	29 (16%)
Vocational Technical School Administrator	8 (25.8%)	26 (74.3%)	4 (16.7%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	39 (21.5%)

* A person can possess more than one certificate; percentages may total more than 100%.

Table 2-3

Service Area(s)* Administrators, Teachers, and Students Are, Were, or Will Be a Vocational Teacher in Four Site Locations

Service Area	Administrators			Teachers			Student	
	Junior College n=31	AVTS n=35	U.S.D. n=24	Junior College n=25	AVTS n=23	U.S.D. n=12	4-yr. College n=31	Total n=181
None	15 (48.4%)	3 (8.6%)	10 (41.7%)	0 (0%)	0 (0%)	0 (0%)	2 (6.5%)	30 (16.6%)
Agricultural Ed.	2 (6.5%)	4 (11.4%)	2 (8.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	8 (4.4%)
Distributive Ed.	4 (12.9%)	3 (8.6%)	2 (8.3%)	0 (0%)	1 (4.3%)	1 (8.3%)	2 (6.5%)	13 (7.2%)
Health	3 (9.7%)	4 (11.4%)	0 (0%)	8 (32%)	5 (21.7%)	0 (0%)	12 (38.7%)	32 (17.7%)
Home Economics	2 (6.5%)	2 (5.7%)	0 (0%)	6 (24%)	9 (39.1%)	7 (58.3%)	14 (45.2%)	40 (22.1%)
Trade and Industry	4 (12.9%)	13 (37.1%)	2 (8.3%)	3 (12%)	2 (8.7%)	1 (8.3%)	0 (0%)	25 (13.8%)
Business and Office	5 (16.1%)	4 (11.4%)	3 (12.5%)	9 (36%)	8 (34.8%)	4 (33.3%)	3 (9.7%)	36 (19.9%)
Other	1 (3.2%)	5 (14.3%)	1 (4.2%)	2 (8%)	0 (0%)	1 (8.3%)	1 (3.2%)	11 (6.1%)

* A person can be represented by more than one service area; percentages may total more than 100%.

Table 2- 4

5. Years Employed in Commerce and/or Industry in Each Job Category by Sub-groups

	Years							Total
	None	1-2	3-4	5-6	7-8	9-10	10+	
MANAGERIAL/ADMINISTRATIVE								
Junior College Administrator	20 (64.5%)	3 (9.7%)	3 (9.7%)	2 (6.5%)	1 (3.2%)	0 (0%)	2 (6.5%)	31
AVTS Administrator	20 (57.1%)	4 (11.4%)	2 (5.7%)	3 (8.6%)	1 (2.9%)	1 (2.9%)	4 (11.4%)	35
U.S.D. Administrator	19 (79.2%)	1 (4.2%)	2 (8.3%)	0 (0%)	0 (0%)	0 (0%)	2 (8.3%)	24
Junior College Teacher	18 (72.0%)	4 (16%)	0 (0%)	2 (8%)	1 (4%)	0 (0%)	0 (0%)	25
AVTS Teacher	21 (91.3%)	0 (0%)	1 (4.3%)	0 (0%)	1 (4.3%)	0 (0%)	0 (0%)	23
U.S.D. Teacher	9 (75%)	2 (16.7%)	1 (8.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	12
Student	24 (77%)	5 (16%)	2 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	31
INCREASING OCCUPATIONAL SKILLS								
Junior College Administrator	21 (67.7%)	3 (9.7%)	3 (9.7%)	0 (0%)	0 (0%)	2 (6.5%)	2 (6.5%)	31
AVTS Administrator	7 (20%)	5 (14.3%)	6 (17.1%)	9 (25.7%)	0 (0%)	5 (14.3%)	3 (8.6%)	35
U.S.D. Administrator	13 (54.2%)	2 (8.3%)	5 (20.8%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	24
Junior College Teacher	8 (32%)	7 (28%)	3 (12%)	2 (8%)	1 (4%)	1 (4%)	3 (12%)	25
AVTS Teacher	7 (30.4%)	4 (17.4%)	2 (8.7%)	4 (17.4%)	3 (13%)	2 (8.7%)	1 (4.3%)	23
U.S.D. Teacher	2 (16.7%)	5 (41.7%)	1 (8.3%)	2 (16.7%)	1 (8.3%)	0 (0%)	1 (8.3%)	12
Student	10 (32%)	11 (35%)	6 (19%)	2 (6%)	1 (3%)	0 (0%)	1 (3%)	31
UNPAID WORK								
Junior College Administrator	29 (93.5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (3.2%)	1 (3.2%)	31
AVTS Administrator	30 (85.7%)	1 (2.9%)	1 (2.9%)	0 (0%)	1 (2.9%)	1 (2.9%)	1 (2.9%)	35
U.S.D. Administrator	22 (91.7%)	1 (4.2%)	1 (4.2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	24
Junior College Teacher	23 (92%)	2 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	25
AVTS Teacher	16 (69.6%)	2 (8.7%)	3 (13%)	1 (4.3%)	0 (0%)	0 (0%)	1 (4.3%)	23
U.S.D. Teacher	9 (75%)	2 (16.7%)	0 (0%)	0 (0%)	0 (0%)	1 (8.3%)	0 (0%)	12
Student	20 (65%)	7 (23%)	3 (10%)	0 (0%)	1 (3%)	0 (0%)	0 (0%)	31

Table 2-5

**Sex and Age of Respondents by Sub-groups and Percentage With
Administrative Experience Through Volunteer Organizations by Subgroup**

Sub-group	Sex		Total
	Male	Female	
Junior College	29 (93.5%)	2 (6.5%)	31
AVTS	27 (77.1%)	8 (22.9%)	35
U.S.D.	23 (95.8%)	1 (4.2%)	24
Total	79	11	90

	Age				Total	Percentage Vol Admin Exp
	20-29	30-39	40-49	50+		
Junior College Administrator	1 (3.3%)	6 (20%)	17 (56.6%)	6 (20%)	30	38.7
AVTS Administrator	0 (0%)	9 (26.5%)	10 (29.4%)	15 (44.1%)	34	42.9
U.S.D. Administrator	1 (4.2%)	5 (20.9%)	12 (50%)	6 (25%)	24	37.5
Junior College Teacher	6 (26.1%)	11 (47.8%)	3 (13%)	3 (13%)	23	20
AVTS Teacher	4 (18.2%)	11 (50%)	4 (18.1%)	3 (13.6%)	22	54.5
U.S.D. Teacher	5 (41.6%)	3 (25%)	3 (25%)	1 (8.3%)	12	40
Business Student	5 (100%)	0 (0%)	0 (0%)	0 (0%)	5	29 ^a
Health Student	8 (66.7%)	3 (25%)	0 (0%)	1 (8.3%)	12	
Home Economics Student	14 (100%)	0 (0%)	0 (0%)	0 (0%)	14	
Total	44	48	49	35	176	

a. All students were combined.

Table 2- 6

Number of Administrators at Three Settings That Reported Vocational Student Enrollment in Each Size Category

Enrollment	Junior College	AVTS	U.S.D.	Total
0 - 149	10 (40%)	0 (0%)	12 (57.1%)	22
150 - 299	6 (24%)	1 (3.4%)	4 (19.0%)	12
300 - 449	5 (20%)	7 (24.1%)	3 (14.3%)	15
450 - 599	2 (8%)	4 (13.8%)	0 (0%)	6
600 - 749	0 (0%)	4 (13.8%)	0 (0%)	4
750 - 1049	2 (8%)	2 (6.9%)	0 (0%)	4
1050 - 1199	0 (0%)	3 (10.3%)	0 (0%)	3
1200 - 2000	0 (0%)	4 (13.8%)	1 (4.8%)	5
2000+	0 (0%)	4 (13.8%)	1 (4.8%)	5
Total	25	29	21	76

Table 2-7

Number of Administrators at Three Settings That Reported Vocational
Administrative Staff Size in Each Category

Staff Size	Junior College	AVTS	U.S.D.	Total
0-1	12 (50%)	6 (20.7%)	14 (66.7%)	32
2	5 (20.8%)	5 (17.2%)	3 (14.3%)	13
3	2 (8.3%)	4 (13.8%)	2 (9.5%)	9
4	2 (8.3%)	3 (10.3%)	0 (0%)	5
5	2 (8.3%)	1 (3.4%)	1 (4.8%)	4
6	0 (0%)	1 (3.4%)	1 (4.8%)	2
7	0 (0%)	2 (6.9%)	0 (0%)	2
8-9	0 (0%)	3 (10.3%)	0 (0%)	3
10+	1 (4.2%)	4 (13.8%)	0 (0%)	5
Total	24	29	21	75

Table 2- 8
Questionnaire Return
By Groups of Respondents

Population Group	Number Mailed	Number Returned	Percent of Return	Number Indicated Interest in Future Phases
Policy Board Heads	99	38	38%	3
Jr./Com. College	19	7	37%	2
AVTS	13	4	31%	0
U.S.D.	67	27	40%	1
Administrators	108	85	79%	18
Jr./Com. College	37	29	78%	8
AVTS	38	34	89%	7
U.S.D.	33	22	67%	3
Teachers	108	65	60%	28
Jr./Com. - Ag.	1	1	100%	0
Jr./Com. - Bus./Dist.	13	8	62%	3
Jr./Com. - Health	15	10	67%	4
Jr./Com. - Home Ec.	9	7	78%	3
Jr. Com. - T & I	4	3	75%	3
AVTS - Bus./Dist.	13	8	62%	4
AVTS - Health	15	7	47%	4
AVTS - Home Ec.	10	7	70%	2
AVTS - T & I	4	1	25%	0
U.S.D. - Bus./Dist.	12	6	50%	3
U.S.D. - Home Ec.	10	6	60%	2
U.S.D. - T & I	2	1	50%	0
Students	60	27	45%	9
Agriculture	1	0	0%	0
Business/Dist.	7	3	43%	2
Health	19	11	58%	4
Home Economics	33	13	39%	3
Total of All Groups	375	215	57%	58

Note:

Abbreviations

Jr./Com. College - Junior/Community College
 AVTS - Area Vocational Technical School
 U.S.D. - Unified School District
 Ag. - Agriculture Service Area
 Bus./Dist. - Business and Distributive Service Area
 Home Ec. - Home Economics Service Area
 T & I - Technical and Industrial Service Area

Table 2- 9a

Number of Administrators at Three Settings That Reported Vocational Administrative Openings in the Last Three Years by Size Category

Number of Openings	Junior College	AVTS	U.S.D.	Total
None	14 (58.3%)	17 (58.6%)	16 (76.2%)	47
One	6 (25%)	5 (17.2%)	5 (23.8%)	16
Two	3 (12.5%)	7 (24.1%)	0 (0%)	10
Five	1 (4.2%)	0 (0%)	0 (0%)	1
Total Openings	17	19	5	41

Table 2- 9 b

Future Vocational Administrative Staff Size Trend as Reported by Administrators in Three Settings

Trend	Junior College	AVTS	U.S.D.	Total
Increase	7 (29.2%)	4 (13.8%)	3 (14.3%)	14
No Change	16 (66.7%)	24 (82.8%)	17 (81%)	57
Decrease	1 (4.2%)	1 (3.4%)	1 (4.8%)	3
Total	24	29	21	74

Table 2-10A

Importance Ratings of Selected Administrative Functions by Sub-Groups

Rank Avg. Mean Total Group	Item	Function	Rank/Mean/Like LSD Groupings***								F Ratio
			Policy Board n=38	Jr. Coll. Administr. n=30	AVTS Administr. n=35	U.S.D. Administr. n=24	Jr. Coll. Teacher n=25	AVTS Teacher n=23	U.S.D. Teacher n=12	Students n=31	
<u>1</u> 1.994	15	Comply with legislation and regulations of local, state and federal government	<u>2</u> 1.325 A,B,C	<u>1</u> 1.133 A	<u>1</u> 1.294 A,B	<u>1</u> 1.375 A,B,C,D	<u>2.5</u> 1.600 C,D	<u>1.5</u> 1.421 A,B,C,D	<u>8.5</u> 1.727 D	<u>1</u> 1.5667 B,C,D	2.517
<u>2</u> 1.409	19	Comply with policies and objectives of school board or board of trustees	<u>1</u> 1.300	<u>2</u> 1.333	<u>2</u> 1.429	<u>2.5</u> 1.458	<u>1</u> 1.333	<u>3.5</u> 1.474	<u>1</u> 1.090	<u>2</u> 1.700	1.795
<u>3</u> 1.535	20	Assist in hiring faculty and staff members	<u>4</u> 1.550	<u>3</u> 1.400	<u>3.5</u> 1.457	<u>2.5</u> 1.458	<u>2.5</u> 1.600	<u>3.5</u> 1.474	<u>2</u> 1.182	<u>4</u> 1.903	2.034
<u>4</u> 1.670	24	Maintain positive school-community relations	<u>3</u> 1.450	<u>5</u> 1.467	<u>8</u> 1.629	<u>5.5</u> 1.625	<u>11.5</u> 1.960	<u>7.5</u> 1.894	<u>4</u> 1.546	<u>4</u> 1.903	2.033
<u>5</u> 1.692	8	Implement and maintain state vocational education program standards	<u>6.5</u> 1.625	<u>4</u> 1.414	<u>10</u> 1.686	<u>7</u> 1.667	<u>9.5</u> 1.920	<u>6</u> 1.684	<u>6.5</u> 1.636	<u>4</u> 1.903	1.303
<u>6</u> 1.718	25	Maintain suggested budgeting and cost accounting procedures	<u>6.5</u> 1.625 A	<u>12</u> 1.655 A,B	<u>6.5</u> 1.600 A	<u>9.5</u> 1.792 A,B	<u>7</u> 1.840 A,B	<u>11.5</u> 1.421 A	<u>6.5</u> 1.636 A,B	<u>8</u> 2.100 B	2.143
<u>7</u> 1.730	29	Maintain good human relations among faculty, staff and students	<u>5</u> 1.575 A,B,C	<u>7</u> 1.500 A	<u>5</u> 1.543 A,B	<u>5.5</u> 1.625 A,B,C	<u>18.5</u> 2.160 D	<u>9.5</u> 1.947 B,C,D	<u>4</u> 1.546 A,B,C	<u>7</u> 2.032 C,D	3.266
<u>8</u> 1.8310	26	Evaluate performance of faculty and staff	<u>11</u> 1.790 A,B,C	<u>7</u> 1.500 A	<u>6.5</u> 1.600 A,B	<u>4</u> 1.542 A,B	<u>11.5</u> 1.960 B,C,D	<u>13</u> 2.053 C,D	<u>11.5</u> 1.909 A,B,C,D	<u>17</u> 2.419 D	4.787
<u>9</u> 1.833	17	Recommend short- and long-range program goals	<u>14</u> 1.900	<u>10</u> 1.567	<u>10</u> 1.686	<u>11</u> 1.875	<u>5</u> 1.760	<u>7.5</u> 1.895	<u>10</u> 1.818	<u>11</u> 2.161	1.499
<u>10</u> 1.851	16	Plan and organize vocational education programs to meet changing labor needs	<u>16</u> 1.925 C	<u>7</u> 1.500 A,B	<u>3.5</u> 1.457 A	<u>13</u> 1.917 B,C	<u>8</u> 1.880 A,B,C	<u>13</u> 2.053 C	<u>14.5</u> 2.182 C	<u>12</u> 2.226 C	3.213
<u>11</u> 1.874	22	Provide for job evaluation of faculty/staff positions	<u>17.5</u> 1.974 A,B	<u>11</u> 1.633 A	<u>10</u> 1.686 A	<u>8</u> 1.708 A	<u>4</u> 1.720 A	<u>11</u> 2.000 A,B	<u>13</u> 2.091 A,B	<u>14.5</u> 2.290 B	2.510
<u>12</u> 1.892	21	Use program planning and budgeting system	<u>13</u> 1.895	<u>20</u> 2.233	<u>12</u> 1.743	<u>13</u> 1.917	<u>6</u> 1.800	<u>5</u> 1.579	<u>4</u> 1.545	<u>8</u> 2.097	1.941

Table 2-10A (cont'd)

Continued

			Rank/Mean/Like LSD Groupings								
Rank Avg. Mean Total Group	Item	Function	Policy Board n=38	Jr. Coll. Administr. n=30	AVTS Administr. n=35	U.S.D. Administr. n=24	Jr. Coll. Teacher n=25	AVTS Teacher n=23	U.S.D. Teacher n=12	Students n=31	F Ratio
<u>13</u> 1.907	18	Promote improved methods of instruction	<u>9</u> 1.725 A	<u>8</u> 1.533 A	<u>15</u> 1.857 A,B	<u>9.5</u> 1.792 A,B	<u>18.5</u> 2.160 B	<u>16</u> 2.316 B	<u>8.5</u> 1.727 A,B	<u>13</u> 2.258 B	3.069**
<u>14</u> 1.953	14	Delegate responsibility and authority to subordinates	<u>8</u> 1.718	<u>13.5</u> 1.800	<u>17</u> 1.9429	<u>15</u> 1.958	<u>13</u> 2.040	<u>16</u> 2.316	<u>16.5</u> 2.273	<u>6</u> 2.000	1.451
<u>15</u> 1.991	31	Assist in performing financial and business functions	<u>10</u> 1.750 A	<u>16</u> 1.897 A,B,C	<u>14</u> 1.824 A,B	<u>19</u> 2.333 C	<u>15</u> 2.080 A,B,C	<u>9.5</u> 1.947 A,B,C	<u>20.5</u> 2.364 C	<u>10</u> 2.133 B,C	2.130*
<u>16</u> 2.051	28	Identify the role of the vocational education program in overall system of education	<u>19</u> 1.975	<u>19</u> 2.103	<u>13</u> 1.800	<u>16</u> 2.000	<u>17</u> 2.120	<u>13</u> 2.053	<u>16.5</u> 2.273	<u>14.5</u> 2.290	0.881
<u>17</u> 2.085	23	Provide orientation for new faculty and staff members	<u>12</u> 1.842 A	<u>15</u> 1.867 A,B	<u>20.5</u> 2.057 A,B	<u>13</u> 1.917 A,B	<u>15</u> 2.080 A,B	<u>18.5</u> 2.368 B,C	<u>11.5</u> 1.909 A,B	<u>23</u> 2.645 C	2.915**
<u>18</u> 2.197	32	Interpret organizational structure to faculty and staff	<u>17.5</u> 1.974 A,B	<u>17</u> 1.967 A,B	<u>17</u> 1.943 A	<u>23</u> 2.542 C	<u>21</u> 2.440 B,C	<u>18.5</u> 2.368 A,B,C	<u>14.5</u> 2.182 A,B,C	<u>18</u> 2.433 B,C	2.241*
<u>19</u> 2.217	10	Make recommendations regarding tenure and dismissal of teachers	<u>15</u> 1.923 A	<u>13.5</u> 1.800 A	<u>20.5</u> 2.057 A,B	<u>17</u> 2.167 A,B,C	<u>24</u> 2.760 D	<u>22</u> 2.526 B,C,D	<u>18</u> 2.300 A,B,C,D	<u>20</u> 2.567 C,D	3.955**
<u>20</u> 2.246	17	Schedule and supervise activities of clerical and support staff	<u>21</u> 2.079 A,B	<u>21</u> 2.241 A,B,C	<u>17</u> 1.943 A	<u>20</u> 2.417 B,C	<u>15</u> 2.080 A,B	<u>16</u> 2.316 A,B,C	<u>23</u> 2.600 B,C	<u>23</u> 2.645 C	2.386*
<u>21</u> 2.255	9	Provide programs to meet the needs of handicapped and disadvantaged students in the vocational programs	<u>20</u> 2.000	<u>22</u> 2.276	<u>19</u> 2.029	<u>18</u> 2.250	<u>23</u> 2.640	<u>20.5</u> 2.421	<u>20.5</u> 2.364	<u>16</u> 2.355	1.986
<u>22</u> 2.278	27	Maintain information gathering and reporting system	<u>22</u> 2.237 A,B	<u>18</u> 2.067 A	<u>22.5</u> 2.171 A,B	<u>21.5</u> 2.500 B,C	<u>9.5</u> 1.920 A	<u>20.5</u> 2.421 A,B,C	<u>24</u> 2.456 A,B,C	<u>21</u> 2.633 C	2.479*

Table 2-10A (cont'd)

Continued

Rank Avg. Mean Total Group	Item	Function	Rank/Mean/Like LSD Groupings***								F Ratio
			Policy Board n=38	Jr. Coll. Adminstr. n=30	AVTS Adminstr. n=35	U.S.D. Adminstr. n=24	Jr. Coll. Teacher n=25	AVTS Teacher n=23	U.S.D. Teacher n=12	Students n=31	
<u>23</u> 2.505	13	Identify and procure substitute and part-time teachers	<u>23</u> 2.410	<u>24</u> 2.379	<u>24</u> 2.343	<u>21.5</u> 2.500	<u>22</u> 2.542	<u>25</u> 3.000	<u>20.5</u> 2.364	<u>23</u> 2.645	0.988
<u>24</u> 2.580	30	Guide activities to increase representation of women in student population	<u>25</u> 2.487 A,B,C	<u>23</u> 2.345 A,B	<u>22.5</u> 2.171 A	<u>25</u> 2.625 A,B,C	<u>25</u> 3.000 C	<u>23</u> 2.790 B,C	<u>25</u> 3.090 C	<u>25</u> 2.700 B,C	2.787**
<u>25</u> 2.683	11	Teach in the vocational class or laboratory	<u>24</u> 2.425	<u>25</u> 3.035	<u>25</u> 3.088	<u>24</u> 2.565	<u>20</u> 2.400	<u>24</u> 2.894	<u>20.5</u> 2.364	<u>19</u> 2.533	2.039

* Significant at the .05 level

** Significant at the .01 level

*** Like LSD grouping means are not significantly different at the .05 level. Sub-groups which are alike share the same alphabetic symbol.

Table 2-10B

Comparison Between Junior College Administrators and Junior College Teachers on Importance Ratings of Selected Administrative Functions

Trait	Teacher			Administrator			T-value
	N	Mean	S.D.	N	Mean	S.D.	
Implement and maintain state vocational education program standards	25	1.920	0.759	29	1.414	0.568	-2.80**
Provide programs to meet the needs of handicapped and disadvantaged students in the vocational program	25	2.640	0.907	29	2.276	0.702	-1.66
Make recommendation regarding tenure and dismissal of teachers	25	2.760	1.052	30	1.800	0.925	-3.60**
Teach in the vocational class or laboratory	25	2.400	1.225	29	3.035	0.906	2.18*
Recommend short- and long-range program goals	25	1.760	0.831	30	1.567	0.626	-0.98
Identify and procure substitute and part-time teachers	24	2.342	1.215	29	2.379	1.049	-0.52
Delegate responsibility and authority to subordinates	25	2.040	0.935	30	1.800	0.761	-1.05
Comply with legislation and regulations of local, state, and federal government	25	1.600	0.764	30	1.133	0.346	-2.82**
Plan and organize vocational education programs to meet changing labor needs	25	1.880	0.927	30	1.500	0.572	-1.79
Schedule and supervise activities of clerical and support staff	25	2.080	0.812	29	2.241	0.872	0.70
Promote improved methods of instruction	25	2.160	0.898	30	1.533	0.819	-2.70**
Comply with policies and objectives of school board or board of trustees	24	1.333	0.565	30	1.333	0.547	0.00
Assist in hiring faculty and staff members	25	1.600	0.866	30	1.400	0.563	-0.99
Use program planning and budgeting system	25	1.800	0.866	30	2.233	1.040	1.66
Provide for job evaluation of faculty/staff positions	25	1.720	0.936	30	1.633	0.615	-0.40
Provide orientation for new faculty and staff members	25	2.080	0.954	30	1.867	0.776	-0.91
Maintain positive school-community relations	25	1.960	0.935	30	1.467	0.571	-2.30*
Maintain suggested budgeting and cost accounting procedures	25	1.840	0.160	29	1.655	0.103	-1.00
Evaluate performance of faculty and staff	25	1.960	1.020	30	1.500	0.630	-1.96
Maintain information gathering and reporting system	25	1.920	0.909	30	2.067	0.740	0.66
Identify the role of the vocational education program in overall system of education	25	2.120	0.927	29	2.103	0.976	-0.06
Maintain good human relations among faculty, staff and students	25	2.160	1.068	30	1.500	0.509	-2.83**
Guide activities to increase representation of women in student population	25	3.000	0.957	29	2.345	0.857	-2.65*
Assist in performing financial and business functions	25	2.080	0.909	29	1.897	0.618	-0.98
Interpret organizational structure to faculty and staff	25	2.440	1.044	30	1.967	0.830	-1.85

* Significant at the .05 level

** Significant at the .01 level

Table 2-10C

Comparison Between AVTS Administrators and AVTS Teachers on Importance Ratings of Selected Administrative Functions

Trait	Teacher			Administrator			T-value
	N	Mean	S.D.	N	Mean	S.D.	
Implement and maintain state vocational education program standards	19	1.684	0.671	35	1.686	0.832	0.01
Provide programs to meet the needs of handicapped and disadvantaged students in the vocational program	19	2.421	0.769	35	2.029	0.707	-1.89
Make recommendations regarding tenure and dismissal of teachers	19	2.526	0.697	35	2.057	0.906	-1.96
Teach in the vocational class or laboratory	19	2.895	1.150	34	3.088	0.963	0.63
Recommend short- and long-range program goals	19	1.895	1.100	35	1.686	0.583	-0.77
Identify and procure substitute and part-time teachers	19	3.000	0.943	35	2.343	1.027	-2.21*
Delegate responsibility and authority to subordinates	19	2.316	0.885	35	1.943	0.873	-1.49
Comply with legislation and regulations of local, state, and federal government	19	1.421	0.507	34	1.294	0.524	-0.36
Plan and organize vocational education programs to meet changing labor needs	19	2.053	0.911	35	1.457	0.701	-2.68**
Schedule and supervise activities of clerical and support staff	19	2.316	0.749	35	1.943	0.838	-1.62
Promote improved methods of instruction	19	2.316	0.885	35	1.857	0.772	-1.98
Comply with policies and objectives of school board or board of trustees	19	1.474	0.697	35	1.429	0.655	-0.24
Assist in hiring faculty and staff members	19	1.474	0.612	35	1.457	0.657	-0.09
Use program planning and budgeting system	19	1.579	0.607	35	1.743	0.817	0.77
Provide for job evaluation of faculty/staff positions	19	2.000	0.577	35	1.686	0.583	-1.90
Provide orientation for new faculty and staff members	19	2.368	1.065	35	2.057	0.725	-1.27
Maintain positive school-community relations	19	1.895	0.994	35	1.629	0.808	-1.07
Maintain suggested budgeting and cost accounting procedures	19	1.421	0.607	35	1.600	0.651	0.99
Evaluate performance of faculty and staff	19	2.053	0.621	35	1.600	0.651	-2.48*
Maintain information gathering and reporting system	19	2.421	0.692	35	2.171	0.785	-1.16
Identify the role of the vocational education program in overall system of education	19	2.053	0.848	35	1.800	0.901	-1.00
Maintain good human relations among faculty, staff and students	19	1.947	0.848	35	1.543	0.657	-1.95
Guide activities to increase representation of women in student population	19	2.790	1.134	35	2.171	0.822	-2.30*
Assist in performing financial and business functions	19	1.947	0.780	34	1.824	0.716	-0.58
Interpret organizational structure to faculty and staff	19	2.368	0.831	35	1.943	0.802	-1.84

* Significant at the .05 level

** Significant at the .01 level

Table 2-11A

Contribution Ratings of Selected Internal Barriers to Women's Lack of Interest in Vocational Administration by Sub-groups

Rank Avg. Mean Total Group	Item	Internal Barrier	Rank/Mean/Like LSD Groupings***								F Ratio
			Policy Board n=38	Jr. Coll. Administr. n=30	AVTS Administr. n=35	U.S.D. Administr. n=24	Jr. Coll. Teacher n=25	AVTS Teacher n=23	U.S.D. Teacher n=12	Students n=31	
<u>1</u> 2.117	33	Family responsibilities	<u>1</u> 2.456 B	<u>1</u> 2.067 A,B	<u>1</u> 1.939 A	<u>1</u> 2.478 B	<u>3</u> 2.480 B	<u>1</u> 1.826 A	<u>1</u> 1.667 A	<u>1</u> 1.774 A	4.682**
<u>2</u> 2.573	36	Administrative responsibilities in the evening	<u>3</u> 2.694	<u>2</u> 2.581	<u>5.5</u> 2.727	<u>2</u> 2.739	<u>2</u> 2.440	<u>3</u> 2.870	<u>2</u> 2.091	<u>2</u> 2.194	1.854
<u>3</u> 3.679	34	Necessity of a 12-month job	<u>6</u> 2.917 B	<u>3</u> 2.633 B	<u>2</u> 2.515 A,B	<u>3</u> 2.773 B	<u>1</u> 2.160 A	<u>2</u> 2.565 A,B	<u>6.5</u> 3.083 B	<u>6</u> 2.903 B	2.624*
<u>4</u> 2.770	40	Unfamiliarity of budgeting and financial responsibilities	<u>2</u> 2.568	<u>7</u> 2.900	<u>3</u> 2.636	<u>5</u> 3.000	<u>4</u> 2.520	<u>5</u> 3.273	<u>4</u> 2.917	<u>3</u> 2.645	1.802
<u>5</u> 2.934	38	Travel commitments required for administrators	<u>10</u> 3.270 C	<u>5</u> 2.833 A,B	<u>5.5</u> 2.727 A,B	<u>7</u> 3.090 B,C	<u>6</u> 3.040 B,C	<u>4</u> 3.130 B,C	<u>3</u> 2.323 A	<u>4</u> 2.742 A,B	2.425*
<u>6</u> 2.967	39	Necessity of further graduate studies for certification	<u>5</u> 2.892	<u>4</u> 2.800	<u>7</u> 2.788	<u>4</u> 2.783	<u>9</u> 3.208	<u>7</u> 3.391	<u>6.5</u> 3.083	<u>7</u> 3.000	1.538
<u>7</u> 3.075	37	Low commitment to career advancements	<u>4</u> 2.865	<u>9.5</u> 3.133	<u>9</u> 3.061	<u>8</u> 3.217	<u>8</u> 3.200	<u>7</u> 3.391	<u>5</u> 3.000	<u>5</u> 2.871	1.049
<u>8</u> 3.094	41	Prospect of hiring, evaluating, and firing of staff	<u>7.5</u> 2.919 A,B	<u>8</u> 2.968 A,B	<u>4</u> 2.656 A	<u>6</u> 3.044 A,B,C	<u>7</u> 3.160 B,C	<u>11</u> 3.591 C	<u>9</u> 3.500 B,C	<u>11</u> 3.355 B,C	2.828**
<u>9</u> 3.131	35	Need to make "tough" decisions in administration	<u>9</u> 2.973	<u>6</u> 2.871	<u>8</u> 2.939	<u>11</u> 3.500	<u>5</u> 3.000	<u>9</u> 3.522	<u>8</u> 3.250	<u>9</u> 3.290	2.002
<u>10</u> 3.244	43	Fear of isolation found in administrative role	<u>7.5</u> 2.919 A	<u>9.5</u> 3.133 A,B	<u>10</u> 3.152 A,B	<u>9</u> 3.261 A,B	<u>10</u> 3.292 A,B	<u>10</u> 3.565 B,C	<u>11</u> 4.000 C	<u>8</u> 3.258 A,B	2.424*
<u>11</u> 3.3850	42	Necessity of developing long range program guidelines	<u>11</u> 3.389	<u>11</u> 3.400	<u>11</u> 3.394	<u>10</u> 3.304	<u>11</u> 3.320	<u>7</u> 3.391	<u>10</u> 3.750	<u>10</u> 3.323	0.367

* Significant at the .05 level

** Significant at the .01 level

*** Like LSD grouping means are not significantly different at the .05 level. Sub-groups which are alike share the same alphabetic symbol.

Table 2-11B

Significant Analysis of Variance Comparisons Between Junior College, A.V.T.S., and U.S.D. Teachers on Contribution Ratings of Selected Internal Barriers to Women's Lack of Interest in Vocational Administration

Internal Barrier	F Ratio
Family responsibilities	6.267**
Necessity of a 12-month job	6.312**
Travel commitments required for administrators	3.249*
Unfamiliarity of budgeting and financial responsibilities	3.760*

* Significant at the .05 level

** Significant at the .01 level

Table 2-11B (1)

LSD Analysis of Internal Barrier Variable 'Family Responsibilities' by Teachers in Three Settings*

School Setting	<u>n</u>	<u>x</u>
U.S.D.	12	1.667
AVTS	23	1.826
Junior College	25	2.480

* Bar group means are not significantly different at the .05 level

Table 2-11B (2)

LSD Analysis of Internal Barrier Variable 'Necessity of a 12-month Job' by Teachers in Three Settings*

School Setting	<u>n</u>	<u>x</u>
Junior College	25	2.160
AVTS	23	2.565
U.S.D.	12	3.083

* Bar group means are not significantly different at the .05 level

Table 2-11B (3)

LSD Analysis of Internal Barrier Variable 'Travel Commitments
Required for Administrators' by Teachers in Three Settings*

School Setting	<u>n</u>	<u>x</u>
U.S.D.	12	2.333
Junior College	25	3.040
AVTS	23	3.130

* Bar group means are not significantly different at the .05 level

Table 2-11B (4)

LSD Analysis of Internal Barrier Variable 'Unfamiliarity of
Budgeting and Financial Responsibilities' by Teachers in Three
Settings*

School Setting	<u>n</u>	<u>x</u>
Junior College	25	2.520
U.S.D.	12	2.917
AVTS	22	3.273

* Bar group means are not significantly different at the .05 level

Table 2-11C

Significant Analysis of Variance Comparisons Between Business, Health, and Home Economics Teachers on Contribution Ratings of Selected Internal Barriers to Women's Lack of Interest in Vocational Administration

Internal Barrier	F Ratio
Necessity of a 12-month job	5.433**
Need to make "tough" decisions in administration	6.993**
Unfamiliarity of budgeting and financial responsibilities	3.191*
Prospect of hiring, evaluating, and firing of staff	5.007**
Necessity of developing long range program guidelines	3.230*
Fear of isolation found in administrative role	6.395**

* Significant at the .05 level

** Significant at the .01 level

Table 2-11C (1)

LSD Analysis of Internal Barrier Variable 'Necessity of a 12-month Job' by Teachers in Three Service Areas*

Service Area	<u>n</u>	<u>x</u>
Health	14	1.929
Home Economics	21	2.714
Business	19	2.737

* Bar group means are not significantly different at the .05 level

Table 2-11C (2)

LSD Analysis of Internal Barrier Variable 'Need to Make "Tough" Decisions in Administration' by Teachers in Three Service Areas*

Service Area	<u>n</u>	<u>x</u>
Health	14	2.643
Business	19	3.263
Home Economics	21	3.714

* Bar group means are not significantly different at the .05 level

Table 2-11C (3)

LSD Analysis of Internal Barrier Variable 'Unfamiliarity of Budgeting and Financial Responsibilities' by Teachers in Three Service Areas*

Service Area	<u>n</u>	<u>x</u>
Health	13	2.308
Home Economics	21	3.048
Business	19	3.105

* Bar group means are not significantly different at the .05 level

Table 2-11C (4)

LSD Analysis of Internal Barrier Variable 'Prospect of Hiring, Evaluating, and Firing of Staff' by Teachers in Three Service Areas*

Service Area	<u>n</u>	<u>x</u>
Health	13	2.769
Business	19	3.579
Home Economics	21	3.619

* Bar group means are not significantly different at the .05 level

Table 2-11c (5)

LSD Analysis of Internal Barrier Variable 'Necessity of Developing Long Range Program Guidelines' by Teachers in Three Service Areas*

Service Area	<u>n</u>	<u>x</u>
Health	14	3.000
Business	19	3.421
Home Economics	21	3.810

* Bar group means are not significantly different at the .05 level

Table 2-11c (6)

LSD Analysis of Internal Barrier Variable 'Fear of Isolation Found in Administrative Role' by Teachers in Three Service Areas*

Service Area	<u>n</u>	<u>x</u>
Health	14	2.857
Business	19	3.632
Home Economics	21	4.000

* Bar group means are not significantly different at the .05 level

Table 2-11D

Comparison Between AVTS Administrators and AVTS Teachers on Contribution Ratings of Selected Internal Barriers to Women's Lack of Interest in Vocational Administration

Barrier	Teacher			Administrator			T-value
	N	Mean	S.D.	N	Mean	S.D.	
Family responsibilities	23	1.826	0.717	33	1.939	0.747	0.57
Necessity of a 12-month job	23	2.565	0.728	33	2.515	0.939	-0.21
Need to make "tough" decisions in administration	23	3.522	0.898	33	2.939	0.899	-2.39*
Administrative responsibilities in the evening	23	2.870	0.968	33	2.737	0.839	0.56
Low commitment to career advancements	23	3.391	0.988	33	3.061	0.864	-1.33
Travel commitments required for administrators	23	3.130	0.920	33	2.727	0.839	-1.70
Necessity of further graduate studies for certification	23	3.391	0.839	33	2.788	0.820	-2.68**
Unfamiliarity of budgeting and financial responsibilities	22	3.273	0.767	33	2.636	0.929	-2.66**
Prospect of hiring, evaluation, and firing of staff	22	3.591	0.796	32	2.656	0.971	-3.73**
Necessity of developing long range program guidelines	23	3.391	0.839	33	3.394	0.864	0.01
Fear of isolation found in administrative role	23	3.565	0.788	33	3.152	0.870	-1.82

* Significant at the .05 level

** Significant at the .01 level

Table 2-11E

Comparison Between Women Respondents and Men Respondents on Contribution Ratings of Selected Internal Barriers to Women's Lack of Interest in Vocational Administration

Barrier	Women's			Men's			T-value
	N	Mean	S.D.	N	Mean	S.D.	
Family responsibilities	100	1.960	0.764	77	2.156	0.828	1.63
Necessity of a 12-month job	100	2.590	0.818	76	2.684	0.912	0.72
Need to make "tough" decisions in administration	100	3.260	0.883	77	3.039	0.979	-1.57
Administrative responsibilities in the evening	99	2.424	0.980	78	2.705	0.913	1.95
Low commitment to career advancements	99	3.152	0.952	77	3.078	0.914	-0.52
Travel commitments required for administrators	100	2.850	0.903	76	2.882	0.923	0.23
Necessity of further graduate studies for certification	99	3.071	0.940	77	2.870	0.864	-1.46
Unfamiliarity of budgeting and financial responsibilities	99	2.737	0.932	77	2.909	1.028	1.16
Prospect of hiring, evaluating, and firing of staff	99	3.313	0.877	77	2.896	1.008	-2.93**
Necessity of developing long range program guidelines	100	3.420	0.934	77	3.338	0.852	-0.60
Fear of isolation found in administrative role	99	3.444	0.971	77	3.143	0.823	-2.18*

77* Significant at the .05 level

** Significant at the .01 level

Table 2-11.F

Relationship Between Internal Barriers Chosen As One of the Three Strongest Contributors to Women's Disinterest in Vocational Administration and the Position Held

Internal Barrier	Position Held				
	Policy Board Head n = 36	Administrator n = 85	Teacher n = 60	Student n = 31	Total n=212
Family responsibilities	19 (53%)	64 (75%)	56 (93%)	27 (87%)	166 (78%)
Necessity of a 12-month job	11 (31%)	29 (34%)	19 (32%)	4 (13%)	63 (30%)
Need to make 'tough' decisions in administration	12 (33%)	15 (18%)	5 (8%)	3 (10%)	35 (17%)
Administrative responsibilities in the evening	10 (28%)	21 (25%)	29 (48%)	12 (39%)	72 (34%)
Low commitment to career advancement	7 (19%)	16 (19%)	16 (27%)	8 (26%)	47 (22%)
Travel commitments required for administrators	4 (11%)	18 (21%)	17 (28%)	12 (39%)	51 (24%)
Necessity of further graduate studies for certification	7 (19%)	19 (22%)	8 (13%)	18 (58%)	52 (25%)
Unfamiliarity of budgeting and financial responsibilities	10 (28%)	20 (24%)	17 (28%)	11 (35%)	58 (27%)
Prospect of hiring, evaluating and firing of staff	9 (25%)	16 (19%)	4 (7%)	0 (0%)	29 (14%)
Necessity of developing long range program guidelines	1 (3%)	5 (6%)	5 (8%)	1 (3%)	12 (6%)
Fear of isolation found in administrative role	11 (31%)	12 (14%)	6 (10%)	7 (23%)	36 (17%)

Table 2-12A

Contribution Ratings of Selected External Barriers Preventing Women from Moving Into Vocational Administration by Sub-groups

Rank Avg. Mean Total Group	Item	External Barrier	Rank/Mean/Like LSD Groupings***								F R
			Policy Board n=38	Jr. Coll. Administr. n=30	AVTS Administr. n=35	U.S.D. Administr. n=24	Jr. Coll. Teacher n=25	AVTS Teacher n=23	U.S.D. Teacher n=12	Students n=31	
<u>1</u> 2.000	54	Lack of acceptance as an administrator by craftsmen in traditionally male areas	<u>1</u> 1.639	<u>1</u> 2.067	<u>1</u> 1.857	<u>1</u> 2.333	<u>1</u> 1.880	<u>1</u> 2.091	<u>1</u> 2.167	<u>2</u> 2.226	1.8
<u>2</u> 2.254	55	Lack of women in higher level vocational administration positions to serve as role models	<u>3</u> 2.108	<u>3</u> 2.233	<u>2</u> 2.143	<u>4</u> 2.667	<u>2</u> 2.040	<u>2</u> 2.304	<u>2</u> 2.250	<u>3</u> 2.387	1.1
<u>3</u> 2.258	56	Lack of previous managerial/administrative experience in a commercial/industrial setting	<u>4</u> 2.189	<u>2</u> 2.200	<u>3.5</u> 2.257	<u>2</u> 2.500	<u>3.5</u> 2.120	<u>3.5</u> 2.348	<u>4</u> 2.417	<u>1</u> 2.194	0.5
<u>4</u> 2.364	53	Lack of public acceptance as a top administrative representative	<u>2</u> 2.000	<u>4.5</u> 2.567	<u>3.5</u> 2.257	<u>3</u> 2.522	<u>5</u> 2.160	<u>7</u> 2.522	<u>7</u> 2.583	<u>7.5</u> 2.581	1.7
<u>5</u> 2.585	58	Lack of obvious systematic methods by the school for identifying women aspiring to administrative posts	<u>9</u> 2.583	<u>4.5</u> 2.567	<u>7.5</u> 2.697	<u>7.5</u> 3.042	<u>6</u> 2.167	<u>6</u> 2.500	<u>4</u> 2.417	<u>7.5</u> 2.581	1.6
<u>6</u> 2.588	52	Lack of criteria for crediting women for competencies achieved in unpaid/volunteer work experience	<u>5</u> 2.421	<u>8</u> 2.800	<u>5</u> 2.486	<u>5</u> 2.708	<u>8</u> 2.520	<u>8</u> 2.727	<u>10</u> 2.909	<u>4.5</u> 2.452	0.9
<u>7</u> 2.624	57	Lack of criteria to evaluate qualifications of women possessing an interrupted career pattern	<u>7</u> 2.457	<u>7</u> 2.733	<u>9.5</u> 2.735	<u>7.5</u> 3.042	<u>7</u> 2.458	<u>5</u> 2.472	<u>8</u> 2.667	<u>6</u> 2.484	1.4
<u>8</u> 2.706	60	Lack of acceptance by staff members when handling school plant management	<u>10</u> 2.611	<u>6</u> 2.600	<u>6</u> 2.677	<u>6</u> 2.833	<u>10</u> 2.708	<u>9.5</u> 2.783	<u>9</u> 2.750	<u>10</u> 2.774	0.2
<u>9</u> 2.718	59	Lack of awareness of the political maneuvers necessary within the administrative structure	<u>11</u> 2.811 B,C,D	<u>10</u> 3.067 C,D	<u>11</u> 2.882 B,C,D	<u>10</u> 3.167 D	<u>3.5</u> 2.120 A	<u>3.5</u> 2.348 A,B	<u>4</u> 2.417 A,B,C	<u>9</u> 2.613 A,B,C,D	3.1
<u>10</u> 2.746	51	Lack of criteria for crediting women for competencies achieved in unpaid/volunteer experiences	<u>6</u> 2.444 A	<u>11</u> 3.286 C	<u>7.5</u> 2.697 A,B	<u>9</u> 3.125 B,C	<u>9</u> 2.696 A,B	<u>9.5</u> 2.783 A,B,C	<u>6</u> 2.546 A,B	<u>4.5</u> 2.452 A	2.0
<u>11</u> 2.930	50	Lack of ability to talk the language of commerce and/or industry in establishing and maintaining commercial contacts	<u>8</u> 2.528 A	<u>9</u> 3.000 B,C	<u>9.5</u> 2.735 A,B	<u>11</u> 3.208 C	<u>11</u> 3.083 B,C	<u>11</u> 3.174 B,C	<u>11</u> 3.167 B,C	<u>11</u> 2.936 A,B,C	2.0

* Significant at the .05 level

** Significant at the .01 level

*** Like LSD grouping means are not significantly different at the .05 level. Sub-groups which are alike share the same alphabetic symbol.

Table 2-72B

Comparison Between Junior College Administrators and Junior College Teachers on Contribution Ratings of Selected External Barriers to Women's Lack of Interest in Vocational Administration

Barrier	Teacher			Administrator			T-value
	N	Mean	S.D.	N	Mean	S.D.	
Lack of ability to talk the language of commerce and/or industry in establishing and maintaining commercial contacts	24	3.083	1.018	30	3.000	0.871	-0.32
Lack of criteria for crediting women for competencies achieved in unpaid/volunteer work experience	23	2.696	1.146	28	3.286	0.897	2.06*
Lack of experience in more than one service area	25	2.520	0.770	30	2.800	0.847	1.27
Lack of public acceptance as a top administrative representative	23	2.160	1.068	30	2.567	0.817	1.60
Lack of acceptance as an administrator by craftsmen in traditionally male areas	25	1.880	0.881	30	2.067	0.740	0.83
Lack of women in higher level vocational administration positions to serve as role models	25	2.040	1.020	30	2.233	0.858	0.76
Lack of previous managerial/administrative experience in a commercial/industry setting	25	2.120	0.600	30	2.200	0.664	0.46
Lack of criteria to evaluate qualifications of women possessing an interrupted career pattern	24	2.458	0.721	30	2.733	0.828	1.28
Lack of obvious systematic methods by the school for identifying women aspiring to administrative posts	24	2.167	0.868	30	2.567	0.898	1.65
Lack of awareness of the political maneuvers necessary within the administrative structure	25	2.120	1.054	30	3.067	1.048	3.33**
Lack of acceptance by staff members when handling school plant management	24	2.708	0.853	30	2.600	0.894	-0.45

* Significant at the .05 level

** Significant at the .01 level

Table 2-12C

Comparison Between Women Administrators and Men Administrators on Contribution Ratings of Selected External Barriers to Women's Lack of Interest in Vocational Administration

Barrier	Women Administrator			Men Administrator			T-value
	N	Mean	S.D.	N	Mean	S.D.	
Lack of ability to talk the language of commerce and/or industry in establishing and maintaining commercial contacts	10	2.300	0.707	78	3.013	0.890	1.75
Lack of criteria for crediting women for competencies achieved in unpaid/volunteer work experience	9	2.556	1.236	76	3.066	0.943	1.48
Lack of experience in more than one service area	11	1.909	0.944	78	2.756	0.871	2.99**
Lack of public acceptance as a top administrative representative	11	1.909	0.831	77	2.507	0.868	2.15*
Lack of acceptance as an administrator by craftsmen in traditionally male areas	11	1.546	0.820	78	2.128	0.812	2.23*
Lack of women in higher level vocational administration positions to serve as role models	11	1.818	1.079	78	2.385	0.901	1.91
Lack of previous managerial/administrative experience in a commercial/industrial setting	11	2.091	1.221	78	2.333	0.800	0.64
Lack of criteria to evaluate qualifications of women possessing an interrupted career pattern	11	1.909	0.831	77	2.948	0.742	4.28**
Lack of obvious systematic methods by the school for identifying women aspiring to administrative posts	11	1.909	1.044	76	2.868	0.943	3.11**
Lack of awareness of the political maneuvers necessary within the administrative structure	11	1.909	1.136	77	3.182	0.914	4.19**
Lack of acceptance by staff members when handling school plant management	11	2.364	0.809	77	2.740	0.923	1.28

* Significant at the .05 level

** Significant at the .01 level

Table 2-12D

Comparison Between Women Respondents and Men Respondents on Contribution Ratings of Selected External Barriers to Women's Lack of Interest in Vocational Administration

Barrier	Women's			Men's			T-value
	N	Mean	S.D.	N	Mean	S.D.	
Lack of ability to talk the language of commerce and/or industry in establishing and maintaining commercial contacts	98	3.020	0.908	80	3.000	0.886	-0.15
Lack of criteria for crediting women for competencies achieved in unpaid/volunteer work experience	95	2.611	1.003	78	3.051	0.938	2.96**
Lack of experience in more than one service area	98	2.510	0.976	80	2.763	0.860	1.81
Lack of public acceptance as a top administrative representative	100	2.390	1.004	79	2.506	0.860	0.82
Lack of acceptance as an administrator by craftsmen in traditionally male areas	99	2.030	1.044	80	2.125	0.802	0.69
Lack of women in higher level vocational administration positions to serve as role models	100	2.200	0.974	80	2.388	0.893	1.33
Lack of previous managerial/administrative experience in a commercial/industrial setting	100	2.230	0.831	80	2.325	0.792	0.77
Lack of criteria to evaluate qualifications of women possessing an interrupted career pattern	99	2.424	0.834	79	2.949	0.732	4.40**
Lack of obvious systematic methods by the school for identifying women aspiring to administrative posts	98	2.367	0.890	78	2.859	0.936	3.56**
Lack of awareness of the political maneuvers necessary within the administrative structure	100	2.300	1.010	79	3.203	0.925	6.16**
Lack of acceptance by staff members when handling school plant management	99	2.687	0.944	79	2.772	0.947	0.60

* Significant at the .05 level

** Significant at the .01 level

Table 2-12E

Relationship Between External Barriers Chosen As One of the Three Strongest Contributors to Preventing Women's Entry into Vocational Administration and the Position Held

External Barrier	Position Held				
	Policy Board Head n = 36	Administrator n = 85	Teacher n = 60	Student n = 31	Total n=212
Lack of ability to talk the language of commerce and/or industry in establishing and maintaining commercial contacts	7 (19%)	12 (14%)	6 (10%)	3 (10%)	28 (13%)
Lack of criteria for crediting women for competencies achieved in unpaid/volunteer work	6 (17%)	8 (9%)	9 (15%)	5 (16%)	28 (13%)
Lack of experience in more than one service area	9 (25%)	17 (20%)	13 (22%)	7 (23%)	46 (22%)
Lack of public acceptance as a top administrative representative	12 (33%)	27 (32%)	23 (38%)	8 (26%)	70 (33%)
Lack of acceptance as an administrator by craftsmen in traditionally male areas	19 (53%)	48 (56%)	31 (52%)	14 (45%)	112 (53%)
Lack of women in higher level vocational administration positions to serve as role models	13 (36%)	29 (34%)	15 (25%)	23 (74%)	80 (38%)
Lack of previous managerial/administrative experience in a commercial/industrial setting	12 (33%)	24 (28%)	20 (33%)	11 (35%)	67 (32%)
Lack of criteria to evaluate qualifications of women possessing an interrupted career pattern	3 (8%)	6 (7%)	11 (18%)	9 (29%)	29 (14%)
Lack of obvious systematic methods by the school for identifying women aspiring to administrative posts	5 (14%)	19 (22%)	6 (10%)	3 (10%)	33 (16%)

Table 2-12E

Continued

External Barrier	Position Held				
	Policy Board Head n = 36	Administrator n = 85	Teacher n = 60	Student n = 31	Total n=212
Lack of awareness of the political maneuvers necessary within the administrative structure	5 (14%)	10 (12%)	23 (38%)	10 (32%)	48 (23%)
Lack of acceptance by staff members when handling school plant management	8 (22%)	20 (24%)	12 (20%)	3 (10%)	43 (20%)

Table 2-13A

Importance Ratings of Selected Hiring Qualifications by Sub-groups

Rank Avg. Mean Total Group	Item	Qualification	Rank/Mean/Like LSD Groupings***							Students n=31	F
			Policy Board n=38	Jr. Coll. Adminstr. n=30	AVTS Adminstr. n=35	U.S.D. Adminstr. n=24	Jr. Coll. Teacher n=25	AVTS Teacher n=23	U.S.D. Teacher n=12		
<u>1</u> 1.454	47	Personal integrity	<u>1</u> 1.189 A	<u>2</u> 1.267 A,B	<u>1</u> 1.143 A	<u>4</u> 1.583 B,C	<u>5</u> 2.000 D	<u>5</u> 1.773 C,D	<u>1.5</u> 1.333 A,B,C	<u>4</u> 1.613 C	5.5
<u>2</u> 1.502	43	Personal impression in interview	<u>2</u> 1.487	<u>3.5</u> 1.533	<u>4</u> 1.427	<u>4</u> 1.583	<u>2</u> 1.480	<u>1</u> 1.435	<u>3</u> 1.417	<u>4</u> 1.613	0.5
<u>3</u> 1.581	49	Past administrative/managerial work in vocational education	<u>3.5</u> 1.500	<u>8</u> 1.700	<u>2.5</u> 1.400	<u>6</u> 1.625	<u>3.5</u> 1.680	<u>3</u> 1.636	<u>1.5</u> 1.333	<u>7</u> 1.710	1.5
<u>4</u> 1.641	36	Education/certification qualifications	<u>8.5</u> 1.811 C,B	<u>12</u> 2.100 C	<u>7.5</u> 1.543 A,B	<u>4</u> 1.583 A,B	<u>1</u> 1.360 A	<u>2</u> 1.478 A,B	<u>4</u> 1.500 A,B	<u>1</u> 1.548 A,B	3.5
<u>5</u> 1.651	42	Health (physical and mental)	<u>3.5</u> 1.500 A,B	<u>5.5</u> 1.567 A,B	<u>2.5</u> 1.400 A	<u>9.5</u> 1.917 B	<u>6</u> 1.800 B	<u>6</u> 1.913 B	<u>11</u> 1.917 B	<u>2</u> 1.581 A,B	2.5
<u>6</u> 1.662	35	Occupational proficiency in service area of teaching	<u>6</u> 1.611	<u>9</u> 1.793	<u>6</u> 1.529	<u>1</u> 1.500	<u>5</u> 1.750	<u>7</u> 1.870	<u>7</u> 1.750	<u>4</u> 1.613	0.5
<u>7</u> 1.692	34	Energy level of applicant	<u>7</u> 1.703 B,C	<u>1</u> 1.250 A	<u>9</u> 1.571 A,B	<u>7</u> 1.826 B,C	<u>3.5</u> 1.680 B,C	<u>10.5</u> 2.000 C	<u>13.5</u> 2.083 C	<u>8</u> 1.742 B,C	2.5
<u>8</u> 1.705	44	Past teaching record	<u>5</u> 1.595	<u>3.5</u> 1.533	<u>11</u> 1.771	<u>2</u> 1.542	<u>10.5</u> 2.040	<u>4</u> 1.739	<u>5.5</u> 1.583	<u>10</u> 1.807	1.5
<u>9</u> 1.751	37	Reference/recommendations	<u>8.5</u> 1.811	<u>7</u> 1.600	<u>10</u> 1.629	<u>9.5</u> 1.917	<u>8.5</u> 2.000	<u>6</u> 1.826	<u>5.5</u> 1.583	<u>6</u> 1.645	1.5
<u>10</u> 1.786	39	Interpersonal skills	<u>10</u> 1.944	<u>5.5</u> 1.567	<u>7.5</u> 1.543	<u>8</u> 1.875	<u>7</u> 1.920	<u>9</u> 1.955	<u>8.5</u> 1.833	<u>9</u> 1.774	1.5
<u>11</u> 1.953	48	Past administrative/managerial work in commerce and/or industry	<u>12</u> 2.081 B,C	<u>10</u> 1.867 A,B	<u>5</u> 1.514 A	<u>12.5</u> 2.292 C	<u>12</u> 2.044 B,C	<u>10.5</u> 2.000 B,C	<u>11</u> 1.917 A,B,C	<u>12.5</u> 2.032 B,C	2.5
<u>12</u> 2.116	50	Past administrative/managerial work in general/academic education	<u>11</u> 1.946 A	<u>11</u> 2.069 A	<u>16</u> 2.571 B	<u>11</u> 2.125 A	<u>10.5</u> 2.040 A	<u>12</u> 2.046 A	<u>11</u> 1.917 A	<u>12.5</u> 2.032 A	2.5
<u>13</u> 2.178	45	Personal knowledge of applicant	<u>13</u> 2.243	<u>15</u> 2.517	<u>12</u> 1.829	<u>14</u> 2.417	<u>13</u> 2.125	<u>13</u> 2.136	<u>8.5</u> 1.833	<u>14</u> 2.194	1.5

Table 2-13A

Continued

		Rank/Mean/Like LSD Groupings***									F R
Rank Avg. Mean Total Group	Item	Qualification	Policy Board n=38	Jr. Coll. Administr. n=30	AVTS Administr. n=33	U.S.D. Administr. n=24	Jr. Coll. Teacher n=23	AVTS Teacher n=23	U.S.D. Teacher n=12	Students n=31	
<u>14</u> 2.199	38	Paid work experience in service areas other than teaching	<u>15</u> 2.432 C	<u>13</u> 2.267 B,C	<u>13</u> 1.857 A	<u>12.5</u> 2.292 B,C	<u>14</u> 2.240 A,B,C	<u>15</u> 2.433 C	<u>13.5</u> 2.083 A,B,C	<u>11</u> 2.000 A,B	2.1
<u>15</u> 2.363	55	Volunteer work: community activities	<u>14</u> 2.342	<u>14</u> 2.276	<u>14.5</u> 2.314	<u>15</u> 2.500	<u>15</u> 2.520	<u>14</u> 2.261	<u>15</u> 2.167	<u>16</u> 2.448	0.4
<u>16</u> 2.545	56	Volunteer work: service organizations	<u>16</u> 2.703	<u>16</u> 2.733	<u>14.5</u> 2.314	<u>16</u> 2.565	<u>17</u> 2.708	<u>16</u> 2.522	<u>16.5</u> 2.333	<u>15</u> 2.379	1.2
<u>17</u> 2.846	41	Professional memberships	<u>22</u> 3.270 B	<u>17.5</u> 3.167 B	<u>17</u> 2.600 A	<u>22.5</u> 3.458 B	<u>16</u> 2.667 A	<u>18</u> 2.652 A	<u>16.5</u> 2.333 A	<u>17</u> 2.452 A	6.6
<u>18</u> 2.893	53	Volunteer work: unpaid work experience in service areas other than teaching field	<u>17</u> 2.892	<u>17.5</u> 3.167	<u>18</u> 2.800	<u>17</u> 2.958	<u>21</u> 3.080	<u>22</u> 3.044	<u>18</u> 2.417	<u>19</u> 2.586	1.7
<u>19</u> 3.028	51	Past administrative/managerial work in unpaid volunteer positions	<u>18</u> 3.027	<u>19</u> 3.267	<u>21</u> 3.057	<u>18</u> 3.208	<u>20</u> 3.040	<u>20.5</u> 3.000	<u>21</u> 2.833	<u>20</u> 2.710	1.3
<u>20</u> 3.033	52	Past administrative/managerial work in elective offices held without pay	<u>20</u> 3.135 B,C,D	<u>20</u> 3.367 D	<u>19</u> 2.914 A,B,C	<u>19</u> 3.292 C,D	<u>22.5</u> 3.167 B,C,D	<u>20.5</u> 3.000 B,C,D	<u>19.5</u> 2.667 A,B	<u>18</u> 2.552 A	3.2
<u>21</u> 3.040	40	Publications in the field	<u>20</u> 3.135 B,C	<u>21.5</u> 3.433 C	<u>22</u> 3.086 B,C	<u>21</u> 3.417 C	<u>18</u> 2.800 A,B	<u>17</u> 2.636 A	<u>22.5</u> 3.000 A,B,C	<u>23</u> 2.839 A,B	3.
<u>22</u> 3.092	46	Research grants accepted	<u>20</u> 3.135 A,B,C	<u>21.5</u> 3.433 C	<u>23</u> 3.286 B,C	<u>20</u> 3.375 C	<u>19</u> 2.840 A	<u>19</u> 2.870 A,B	<u>19.5</u> 2.667 A	<u>22</u> 2.807 A	2.
<u>23</u> 3.217	54	Volunteer work: political activities	<u>23</u> 3.460 B,C	<u>23</u> 3.533 C	<u>20</u> 3.029 A,B	<u>22.5</u> 3.458 B,C	<u>22.5</u> 3.167 B,C	<u>23</u> 3.182 B,C	<u>22.5</u> 3.000 A,B	<u>21</u> 2.759 A	4.

* Significant at the .05 level

** Significant at the .01 level

*** Like LSD grouping means are not significantly different at the .05 level. Sub-groups which are alike share the same alphabetic symbol.

Table 2-13B,

Significant Analysis of Variance Comparisons Between Junior College,
A.V.T.S., and U.S.D. Administrators on Importance Ratings of
Selected Hiring Qualifications

Qualifications	F Ratio
Energy level of applicant	4.529*
Education/certification qualifications	6.089**
Paid work experience in service areas other than teaching	3.437*
Professional memberships	11.039**
Health (physical and mental)	4.390*
Personal knowledge of applicant	5.696**
Personal integrity	4.049*
Past administrative/managerial work in commerce and/or industry	9.984**
Past administrative/managerial work in general/academic education	3.736*
Past administrative/managerial work in elective offices held without pay	3.834*
Volunteer work in political activities	4.940**

* Significant at the .05 level

** Significant at the .01 level

Table 2-13A (1)

LSD Analysis of Hiring Qualification Variable 'Energy Level of Applicant' by Vocational Administrators in Three Settings*

School Setting	<u>n</u>	<u>x</u>
Junior College	28	1.250
AVTS	35	1.571
U.S.D.	23	1.826

* Bar group means are not significantly different at the .05 level

Table 2-13B (2)

LSD Analysis of Hiring Qualification Variable 'Education/Certification Qualifications' by Vocational Administrators in Three Settings*

School Setting	<u>n</u>	<u>x</u>
AVTS	35	1.543
U.S.D.	24	1.583
Junior College	30	2.100

* Bar group means are not significantly different at the .05 level

Table 2-13B (3)

LSD Analysis of Hiring Qualification Variable 'Paid Work Experience in Service Areas Other Than Teaching' by Vocational Administrators in Three Settings*

School Setting	<u>n</u>	<u>x</u>
AVTS	35	1.8571
Junior College	30	2.267
U.S.D.	24	2.292

* Bar group means are not significantly different at the .05 level

Table 2-13B (4)

LSD Analysis of Hiring Qualification Variable 'Professional Memberships' by Vocational Administrators in Three Settings*

School Setting	<u>n</u>	<u>x</u>
AVTS	35	2.600
Junior College	30	3.167
U.S.D.	24	3.458

* Bar group means are not significantly different at the .05 level

Table 2-13B (5)

LSD Analysis of Hiring Qualification Variable 'Health (Physical and Mental)' by Vocational Administrators in Three Settings*

School Setting	<u>n</u>	<u>x</u>
AVTS	35	1.400
Junior College	30	1.567
U.S.D.	24	1.917

* Bar group means are not significantly different at the .05 level

Table 2-13B (6)

LSD Analysis of Hiring Qualification Variable 'Personal Knowledge of Applicant' by Vocational Administrators in Three Settings*

School Setting	<u>n</u>	<u>x</u>
AVTS	35	1.829
U.S.D.	24	2.417
Junior College	29	2.511

* Bar group means are not significantly different at the .05 level

Table 2-13B (7)

LSD Analysis of Hiring Qualification Variable 'Personal Integrity' by Vocational Administrators in Three Settings*

School Setting	<u>n</u>	<u>x</u>
AVTS	35	1.143
Junior College	30	1.267
U.S.D.	24	1.583

* Bar group means are not significantly different at the .05 level

Table 2-13B (8)

LSD Analysis of Hiring Qualification Variable 'Past Administrative/Managerial Work in Commerce and/or Industry' by Vocational Administrators in Three Settings*

School Setting	<u>n</u>	<u>x</u>
AVTS	35	1.514
Junior College	30	1.867
U.S.D.	24	2.292

* Bar group means are not significantly different at the .05 level

Table 2-13B (9)

LSD Analysis of Hiring Qualification Variable 'Past Administrative/Managerial Work in General/Academic Education' by Vocational Administrators in Three Settings*

School Setting	<u>n</u>	<u>x</u>
Junior College	29	2.069
U.S.D.	24	2.125
AVTS	35	2.751

* Bar group means are not significantly different at the .05 level

Table 2-13B (10)

LSD Analysis of Hiring Qualification Variable 'Past Administrative/Managerial Work in Elective Offices Held Without Pay' by Vocational Administrators in Three Settings*

School Setting	<u>n</u>	<u>x</u>
AVTS	35	2.914
U.S.D.	24	3.292
Junior College	30	3.367

* Bar group means are not significantly different at the .05 level

Table 2-13B (11)

LSD Analysis of Hiring Qualification Variable 'Volunteer Work in Political Activities' by Vocational Administrators in Three Settings*

School Setting	<u>n</u>	<u>x</u>
AVTS	34	3.029
U.S.D.	24	3.458
Junior College	30	3.533

* Bar group means are not significantly different at the .05 level

Table 2-13C

Significant Analysis of Variance Comparisons Between Business,
Health, and Home Economic Students on Importance Ratings of
Selected Hiring Qualifications

Qualifications	F Ratio
Health (physical and mental)	4.295*
Past administrative/managerial work in unpaid volunteer positions	6.719**
Past administrative/managerial work in elective offices held without pay	3.630*
Volunteer work: unpaid work experience in service areas other than teaching field	4.314*
Volunteer work in political activities	4.088*
Volunteer work in community activities	20.900**
Volunteer work in service organizations activities	14.517**

* Significant at the .05 level

** Significant at the .01 level

Table 2-13C (1)

LSD Analysis of Hiring Qualification Variable 'Health (Physical and Mental)' by Students in Three Service Areas*

Service Area	<u>n</u>	<u>x</u>
Business	5	1.000
Home Economics	14	1.428
Health	12	2.000

* Bar group means are not significantly different at the .05 level

Table 2-13C (2)

LSD Analysis of Hiring Qualification Variable 'Past Administrative/Managerial Work in Unpaid Volunteer Positions' by Students in Three Service Areas*

Service Area	<u>n</u>	<u>x</u>
Home Economics	14	2.143
Business	5	2.800
Health	12	3.333

* Bar group means are not significantly different at the .05 level

Table 2-13C (3)

LSD Analysis of Hiring Qualification Variable 'Past Administrative/Managerial Work in Elective Offices Held Without Pay' by Students in Three Service Areas*

Service Area	<u>n</u>	<u>x</u>
Business	5	2.000
Home Economics	13	2.307
Health	11	3.091

* Bar group means are not significantly different at the .05 level

Table 2-13C (4)

LSD Analysis of Hiring Qualification Variable 'Volunteer Work: Unpaid Work Experience in Service Areas Other Than Teaching Field' by Students in Three Service Areas*

Service Area	<u>n</u>	<u>x</u>
Home Economics	13	2.077
Business	5	2.400
Health	11	3.273

* Bar group means are not significantly different at the .05 level

Table 2-13C (5)

LSD Analysis of Hiring Qualification Variable 'Volunteer Work in Political Activities' by Students in Three Service Areas*

Service Area	<u>n</u>	<u>x</u>
Business	5	2.200
Home Economics	13	2.539
Health	11	3.273

* Bar group means are not significantly different at the .05 level

Table 2-13C (6)

LSD Analysis of Hiring Qualification Variable 'Volunteer Work in Community Activities' by Students in Three Service Areas*

Service Area	<u>n</u>	<u>x</u>
Home Economics	13	1.769
Business	5	2.200
Health	11	3.364

* Bar group means are not significantly different at the .05 level

Table 2-13C (7)

LSD Analysis of Hiring Qualification Variable 'Volunteer Work in Service Organizations Activities' by Students in Three Service Areas*

Service Area	<u>n</u>	<u>x</u>
Business	5	1.800
Home Economics	13	1.846
Health	11	3.273

* Bar group means are not significantly different at the .05 level

Table 2-13D

Comparison Between Junior College Administrators and Junior College Teachers on Importance Ratings of Selected Hiring Qualifications

Qualifications	Teacher			Administrator			T-value
	N	Mean	S.D.	N	Mean	S.D.	
Energy level of applicant	25	1.680	0.900	28	1.250	0.441	-2.17*
Occupational proficiency in service area of teaching	24	1.750	0.737	29	1.793	0.940	0.18
Education/certification qualifications	25	1.360	0.490	30	2.100	0.843	4.05**
Reference/recommendations	25	2.000	0.764	30	1.600	0.770	-1.93
Paid work experience in service areas other than teaching	25	2.240	0.879	30	2.267	0.691	0.13
Interpersonal skills	25	1.920	0.759	30	1.567	0.568	-1.97
Publications in the field	25	2.800	1.041	30	3.433	0.679	2.61*
Professional memberships	24	2.667	0.868	30	3.167	0.648	2.42*
Health (physical and mental)	25	1.800	0.913	30	1.567	0.568	-1.11
Personal impression in interview	25	1.480	0.586	30	1.533	0.681	0.31
Past teaching record	25	2.040	0.676	30	1.533	0.629	-2.88**
Personal knowledge of applicant	24	2.125	1.076	29	2.517	0.986	1.38
Research grants accepted	25	2.840	1.068	30	3.433	0.626	2.45*
Personal integrity	24	2.000	0.933	30	1.267	0.450	-3.54**
Past administrative/managerial work in commerce and/or industry	23	2.044	0.928	30	1.867	0.571	-0.85
Past administrative/managerial work in vocational education	25	1.680	0.852	30	1.700	0.631	0.10
Past administrative/managerial work in general/academic education	25	2.040	0.790	29	2.069	0.753	0.14
Past administrative/managerial work in unpaid volunteer positions	25	3.040	0.935	30	3.267	0.640	1.06
Past administrative/managerial work in elective office held without pay	24	3.167	0.761	30	3.367	0.669	1.03
Volunteer work: unpaid work experience in service areas other than teaching field	25	3.080	0.812	30	3.167	0.699	0.43
Volunteer work: political activities	24	3.167	0.816	30	3.533	0.571	1.94
Volunteer work: community activities	25	2.520	0.918	29	2.276	0.797	-1.05
Volunteer work: service organizations activities	24	2.708	0.999	30	2.733	0.640	0.11

* Significant at the .05 level

** Significant at the .01 level

Table 2-1E

Comparison Between AVTS Administrators and AVTS Teachers on Importance Ratings of Selected Hiring Qualifications

Qualifications	Teacher			Administrator			T-value
	N	Mean	S.D.	N	Mean	S.D.	
Energy level of applicant	23	2.000	0.853	35	1.571	0.655	-2.16*
Occupational proficiency in service area of teaching	23	1.870	0.869	34	1.529	0.615	-1.73
Education/certification qualifications	23	1.479	0.665	35	1.543	0.505	0.42
Reference/recommendations	23	1.826	0.887	35	1.629	0.808	-0.88
Paid work experience in service areas other than teaching	22	2.455	0.838	35	1.857	0.810	-2.65**
Interpersonal skills	22	1.955	0.899	35	1.543	0.741	-1.88
Publications in the field	22	2.636	0.933	35	3.086	0.702	2.05*
Professional memberships	23	2.652	0.935	35	2.600	0.775	-0.23
Health (physical and mental)	23	1.913	0.848	35	1.400	0.651	-2.60*
Personal impression in interview	23	1.435	0.507	35	1.429	0.502	-0.05
Past teaching record	23	1.739	0.619	35	1.771	0.646	0.19
Personal knowledge of applicant	22	2.136	0.774	35	1.829	0.664	-1.60
Research grants accepted	23	2.870	0.869	35	3.286	0.710	2.00
Personal integrity	22	1.773	0.869	35	1.143	0.355	-3.23**
Past administrative/managerial work in commerce and/or industry	22	2.000	0.873	35	1.514	0.702	-2.31*
Past administrative/managerial work in vocational education	22	1.636	0.658	35	1.400	0.604	-1.39
Past administrative/managerial work in general/academic education	22	2.046	0.785	35	2.571	0.850	2.34*
Past administrative/managerial work in unpaid volunteer positions	22	3.000	1.024	35	3.057	0.639	0.23
Past administrative/managerial work in elective office held without pay	22	3.000	0.690	35	2.914	0.702	-0.45
Volunteer work: unpaid work experience in service areas other than teaching field	23	3.044	0.928	35	2.800	0.677	-1.15
Volunteer work: political activities	22	3.182	0.588	34	3.029	0.717	-0.83
Volunteer work: community activities	23	2.261	0.864	35	2.314	0.676	0.26
Volunteer work: service organizations activities	23	2.528	0.947	35	2.314	0.676	-0.97

* Significant at the .05 level

** Significant at the .01 level

Table 2-13F

Comparison Between U.S.D. Administrators and U.S.D. Teachers on Importance Ratings of Selected Hiring Qualifications

Qualifications	Teacher			Administrator			T-value
	N	Mean	S.D.	N	Mean	S.D.	
Energy level of applicant	12	2.083	0.793	23	1.826	0.937	-0.81
Occupational proficiency in service area of teaching	12	1.750	0.754	24	1.500	0.590	-1.09
Education/certification qualifications	12	1.500	0.674	24	1.583	0.717	0.33
Reference/recommendations	12	1.583	0.669	24	1.917	0.776	1.27
Paid work experience in service areas other than teaching	12	2.083	0.515	24	2.292	0.690	0.92
Interpersonal skills	12	1.833	0.718	24	1.875	0.741	0.16
Publications in the field	12	3.000	0.953	24	3.417	0.654	1.54
Professional memberships	12	2.333	1.155	24	3.458	0.721	3.60**
Health (physical and mental)	12	1.917	0.515	24	1.917	0.158	0.0
Personal impression in interview	12	1.417	0.515	24	1.583	0.654	0.77
Past teaching record	12	1.583	0.515	24	1.542	0.509	-0.23
Personal knowledge of applicant	12	1.833	0.835	24	2.417	1.018	1.71
Research grants accepted	12	2.667	0.985	24	3.375	0.711	2.47*
Personal integrity	12	1.333	0.651	24	1.583	0.929	0.83
Past administrative/managerial work in commerce and/or industry	12	1.917	0.669	24	2.292	0.690	1.55
Past administrative/managerial work in vocational education	12	1.333	0.492	24	1.625	0.576	1.50
Past administrative/managerial work in general/academic education	12	1.917	0.793	24	2.125	0.797	0.74
Past administrative/managerial work in unpaid volunteer positions	12	2.833	0.935	24	3.208	0.721	1.40
Past administrative/managerial work in elective office held without pay	12	2.667	0.985	24	3.292	0.751	2.12*
Volunteer work: unpaid work experience in service areas other than teaching field	12	2.417	0.753	24	2.958	0.999	1.63
Volunteer work: political activities	12	3.000	0.853	24	3.458	0.779	1.61
Volunteer work: community activities	12	2.167	0.577	24	2.500	0.978	1.09
Volunteer work: service organizations activities	12	2.333	0.651	23	2.565	0.843	0.83

* Significant at the .05 level

** Significant at the .01 level

Table 2-14

Confidence Ratings of Ability to Perform Selected Administrative Functions by Sub-groups

Rank/Mean/Like LSD Groupings***

Rank Avg. Mean Total Group	Item	Function	Jr. Coll. Teacher n=24	AVTS Teacher n=20	U.S.D. Teacher n=12	Students n=30	F Ratio
<u>1</u> 1.337	11	Teach in the vocational class or laboratory	<u>1</u> 1.250	<u>1</u> 1.350	<u>1</u> 1.083	<u>1</u> 1.500	1.627
<u>2</u> 1.535	18	Promote improved methods of instruction	<u>2</u> 1.333 A	<u>3</u> 1.550 A,B	<u>2.5</u> 1.250 A	<u>6</u> 1.800 B	4.383**
<u>3</u> 1.541	29	Maintain good human relations among faculty, staff, and students	<u>7</u> 1.625	<u>2</u> 1.500	<u>4</u> 1.333	<u>2</u> 1.586	0.743
<u>4</u> 1.624	23	Provide orientation for new faculty and staff members	<u>3</u> 1.458	<u>6</u> 1.737	<u>5</u> 1.500	<u>4</u> 1.733	1.012
<u>5</u> 1.639	24	Maintain positive school-community relations	<u>5</u> 1.583	<u>4</u> 1.600	<u>9</u> 1.667	<u>5</u> 1.759	0.503
<u>6</u> 1.729	19	Comply with policies and objectives of school board and board of trustees	<u>12.5</u> 1.750 B	<u>7.5</u> 1.800 B	<u>2.5</u> 1.250 A	<u>7.5</u> 1.862 B	3.591*
<u>7</u> 1.777	20	Assist in hiring faculty and staff members	<u>4</u> 1.500 A	<u>5</u> 1.684 A,B	<u>9</u> 1.667 A,B	<u>16.5</u> 2.100 B	3.280*
<u>8</u> 1.788	12	Recommend short- and long-range program goals	<u>9.5</u> 1.667	<u>7.5</u> 1.800	<u>6</u> 1.583	<u>10</u> 1.966	1.078
<u>9</u> 1.812	14	Delegate responsibility and authority to subordinates	<u>7</u> 1.625	<u>14</u> 1.947	<u>12.5</u> 1.833	<u>7.5</u> 1.867	0.872
<u>10</u> 1.839	30	Guide activities to increase representation of women in student population	<u>15</u> 1.875	<u>16.5</u> 2.000	<u>14</u> 1.917	<u>3</u> 1.724	0.554
<u>11</u> 1.861	28	Identify the role of the vocational education program in overall system of education	<u>12.5</u> 1.750	<u>12</u> 1.900	<u>9</u> 1.667	<u>12.5</u> 2.000	1.005
<u>12</u> 1.895	26	Evaluate performance of faculty and staff	<u>7</u> 1.625	<u>12</u> 1.900	<u>20.5</u> 2.167	<u>12.5</u> 2.000	2.186
<u>13</u> 1.918	22	Provide for job evaluation of faculty/staff positions	<u>9.5</u> 1.667	<u>10</u> 1.895	<u>20.5</u> 2.167	<u>14</u> 2.033	1.725
<u>14.5</u> 1.919	13	Identify and procure substitute and part-time teachers	<u>11</u> 1.708	<u>19.5</u> 2.050	<u>15</u> 2.000	<u>11</u> 1.967	0.775
<u>14.5</u> 1.919	15	Comply with legislation and regulations of local, state and federal government	<u>18.5</u> 2.000	<u>9</u> 1.850	<u>12.5</u> 1.833	<u>9</u> 1.933	0.206
<u>16</u> 1.953	8	Implement and maintain state vocational education program standards	<u>16</u> 1.917	<u>16.5</u> 2.000	<u>9</u> 1.667	<u>15</u> 2.069	0.720
<u>17</u> 1.977	17	Schedule and supervise activities of clerical and support staff	<u>14</u> 1.792	<u>12</u> 1.900	<u>20.5</u> 2.167	<u>16.5</u> 2.100	1.084
<u>18</u> 2.081	16	Plan and organize vocational education programs to meet changing labor needs	<u>17</u> 1.958	<u>19.5</u> 2.050	<u>17</u> 2.083	<u>20</u> 2.200	0.529
<u>19</u> 2.116	32	Interpret organizational structure to faculty and staff	<u>20</u> 2.083	<u>24.5</u> 2.200	<u>9</u> 1.667	<u>21</u> 2.267	1.609
<u>20</u> 2.129	27	Maintain information gathering and reporting system	<u>18.5</u> 2.000	<u>16.5</u> 2.200	<u>20.5</u> 2.167	<u>19</u> 2.172	0.377
<u>21</u> 2.202	10	Make recommendations regarding tenure and dismissal of teachers	<u>25</u> 2.333	<u>22</u> 2.105	<u>23.5</u> 2.250	<u>18</u> 2.138	0.347

Table 2-14

Continued

		Rank/Mean/Like LSD Groupings***				
Rank			Jr. Coll.	AVTS	U.S.D.	
Avg. Mean			Teacher	Teacher	Teacher	Students
Total Group	Item	Function	n=24	n=20	n=12	n=30
F Ratio						
22	9	Provide programs to meet the needs of handi-	21	24.5	25	22
2.271		capped and disadvantaged students in the	2.67	2.200	2.333	2.379
		vocational programs				
23	25	Maintain suggested budgeting and cost	24.5	16.5	17	24.5
2.291		accounting procedures	2.333	2.000	2.083	2.533
24	31	Assist in performing financial and business	24.5	21	17	24.5
2.294		functions	2.292	2.053	2.083	2.533
25	21	Use program planning and budgeting system	22	23	23.5	23
2.298			2.1739	2.150	2.250	2.517

* Significant at the .05 level

** Significant at the .01 level

*** Like LSD grouping means are not significantly different at the .05 level. Sub-groups which are alike share the same alphabetic symbol.

Table 2-15A

Relationship Between Future Aspirations for Highest Educational
Degree and Teachers and Students in Four Site Locations

Educational Degree	Teacher Junior College	Teacher AVTS	Teacher U.S.D.	Student 4-year College	Total
Bachelors	1 (5%)	1 (5%)	0 (0%)	0 (0%)	2
Masters	4 (20%)	7 (35%)	4 (33.3%)	17 (58.6%)	32
Specialist	2 (10%)	2 (10%)	4 (33.3%)	3 (10.3%)	11
Ed.D. or Ph.D.	10 (50%)	9 (45%)	3 (25%)	8 (27.6%)	30
Other	3 (15%)	1 (5%)	1 (8.3%)	1 (3.3%)	61
TOTAL	20	20	12	29	81

Table 2-15B

Relationship Between Future Aspirations for Highest Educational
Degree and Teachers in Five Service Areas

Educational Degree	Agriculture	Business	Health	Home Economics	Trades & Industry	Total
Bachelors	0 (0%)	0 (0%)	1 (9.1%)	1 (5.6%)	0 (0%)	2
Masters	0 (0%)	4 (23.5%)	4 (36.4%)	6 (33.3%)	1 (20%)	15
Specialist	0 (0%)	4 (23.5%)	0 (0%)	3 (16.7%)	1 (20%)	8
Ed.D. or Ph.D.	1 (100%)	8 (47.1%)	3 (27.3%)	7 (38.9%)	3 (60%)	22
Other	0 (0%)	1 (5.9%)	3 (27.3%)	1 (5.6%)	0 (0%)	5
TOTAL	1	17	11	18	5	52

Table 2-16A

Relationship Between Future Aspirations for Highest Administrative Position at Each Setting and Teachers and Students in Four Site Locations

Site Locations	Junior College				AVTS				U.S.D.					
	President	Dean of Instruction	Program Coordinator	Not Inter-ested	Director	Asst. Director	Coordinator Supervisor	Not Inter-ested	Prin- tendent	Asst. Superin- tendent	Coordinator	Principal	Asst. Principal	Not Inter-ested
Junior College Teacher n = 23	0 (0%)	4 (17.4%)	16 (69.6%)	3 (13%)	5 (21.7%)	3 (13%)	5 (21.7%)	10 (43.5%)	0 (0%)	0 (0%)	5 (21.7%)	0 (0%)	0 (0%)	18 (78.3%)
AVTS Teacher n = 22	0 (0%)	7 (31.8%)	9 (40.9%)	6 (27.3%)	4 (18.2%)	4 (18.2%)	5 (22.7%)	9 (40.9%)	0 (0%)	0 (0%)	7 (31.8%)	0 (0%)	1 (4.5%)	14 (63.6%)
U.S.D. Teacher n = 12	0 (0%)	2 (16.7%)	8 (66.7%)	2 (16.7%)	2 (16.7%)	3 (25%)	2 (16.7%)	5 (41.7%)	0 (0%)	0 (0%)	11 (91.7%)	0 (0%)	0 (0%)	1 (8.3%)
4-year College Student n = 30	1 (3.3%)	11 (36.7%)	12 (40.0%)	6 (20.0%)	7 (23.3%)	7 (23.3%)	10 (33.3%)	6 (20%)	3 (10%)	1 (3.3%)	14 (46.7%)	0 (0%)	1 (3.3%)	11 (36.7%)
Total	1	24	45	17	18	17	22	30	3	1	37	0	2	44

Table 2-16B

Relationship Between Future Aspirations for Highest Administrative Position at Each Setting and Teachers in Five Service Areas

Service Area	Junior College				AVTS				U.S.D.					
	President	Dean of Instruction	Program Coordinator	Not Interested	Director	Asst. Director	Coordinator	Not Interested	Superintendent	Asst. Superintendent	Coordinator	Principal	Asst. Principal	Not Interested
Agriculture n = 1	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)
Business n = 18	0 (0%)	5 (27.8%)	11 (61.1%)	2 (11.1%)	5 (27.8%)	5 (27.8%)	3 (16.7%)	5 (27.8%)	0 (0%)	0 (0%)	10 (55.6%)	0 (0%)	0 (0%)	8 (44.4%)
Health n = 12	0 (0%)	2 (16.7%)	6 (50%)	4 (33.3%)	1 (8.3%)	0 (0%)	4 (33.3%)	7 (58.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	12 (100%)
Home Economics n = 21	0 (0%)	5 (23.8%)	13 (61.9%)	3 (14.3%)	3 (14.3%)	5 (23.8%)	4 (19%)	9 (42.9%)	0 (0%)	0 (0%)	12 (57.1%)	0 (0%)	1 (4.8%)	8 (38.1%)
Trade & Industrial n = 5	0 (0%)	1 (20%)	2 (40%)	2 (40%)	2 (40%)	0 (0%)	1 (20%)	2 (40%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	0 (0%)	4 (80%)
Total	0	13	33	11	11	10	12	24	0	0	23	0	1	33

Table 2-16C

**Relationship Between Future Aspirations for Highest Administrative
Position at Each Setting and Students in Three Service Areas**

Setting	Position	Service Area			Total
		Business	Health	Home Economics	
JUNIOR COLLEGE	President	0 (0%)	1 (9.1%)	0 (0%)	1
	Dean of Instruction	2 (40%)	3 (27.3%)	6 (42.9%)	11
	Program Coordinator	3 (60%)	3 (27.3%)	6 (42.9%)	12
	Not Interested	0 (0%)	4 (36.4%)	2 (14.3%)	6
AVTS	Director	3 (60%)	1 (9.1%)	3 (21.4%)	7
	Ass't. Director	1 (20%)	1 (9.1%)	5 (35.7%)	7
	Coordinator	1 (20%)	6 (54.5%)	3 (21.4%)	10
	Not Interested	0 (0%)	3 (27.3%)	3 (21.4%)	6
UNIFIED SCHOOL DISTRICT	Superintendent	0 (0%)	1 (9.1%)	2 (14.3%)	3
	Ass't. Superintendent	0 (0%)	0 (0%)	1 (7.1%)	1
	Coordinator	5 (100%)	2 (18.2%)	7 (50%)	14
	Principal	0 (0%)	0 (0%)	0 (0%)	0
	Ass't. Principal	0 (0%)	0 (0%)	1 (7.1%)	1
	Not Interested	0 (0%)	8 (72.7%)	3 (21.4%)	11

Table 2-17

Relationship Between Unpaid Volunteer Work Willing to Volunteer for
and Teachers and Students in Four Site Locations*

Volunteer Work	Site Location				Total n=87
	Junior College Teacher n = 23	AVTS Teacher n = 22	USD Teacher n = 12	4 yr. College Student n = 30	
Chairperson of civic organizations	8 (34.8%)	11 (50%)	7 (58.3%)	15 (50%)	41 (47.1%)
Internship in commerce and/or industry	15 (65%)	11 (50%)	6 (50%)	14 (46.7%)	46 (52.9%)
Administrative assistant in vocational education setting	6 (26.1%)	11 (50%)	6 (50%)	17 (56.7%)	40 (46%)
Administrative/managerial position in teaching service area	9 (39.1%)	13 (59.1%)	6 (50%)	17 (56.7%)	45 (51.7%)
Internship in service area other than teach- ing field	10 (43.5%)	11 (50%)	7 (58.3%)	8 (26.7%)	36 (41.4%)

* A person can volunteer for multiple positions; percentages may total more than 100%.

RESULTS

A field survey in Kansas was selected as the most expedient approach to meet the project objective of determining age, group, subject matter field, years of education, years of work experiences and attitudes of women vocational teachers and students in training to become vocational teachers as well as the project objective of determining the number of job openings, number of women hired in administrative positions, and attitudes of vocational education administrators and board presidents. Extreme care was taken during the survey to maintain a random drawing of the population samples. The findings for each population sample should thus be representative of its population in total for those responding.

The age ranges of the sampling of vocational teachers and students in training to become vocational teachers can be found in Table 2-15. Both Junior/Community Colleges and Area Vocational Technical Schools have about half of their women vocational teachers in the 30-39 age range. The Junior/Community College possesses an equal representation of teachers younger than and older than this age range. The Area Vocational Technical Schools have more teachers older than this age range than younger. In contrast, the Unified School Districts have slightly over 40% of their women vocational teachers younger than 30 years, with a fourth of their teachers from 30-39 years and a fourth from 40-49 years.

Contributing to the presence of a larger percent of women being under 30 years at the Unified School Districts may be the absence of health programs at this school setting. When looking at ages of students in training to become certified teachers, only the health field has students older than 29 years working on their certification.

The group that the sampling of women vocational teachers and students belongs to has been incorporated into the reporting on other variables.

Age, subject matter field, years of education, years of work experiences, and attitudes are shown for Junior/Community College teachers, Area Vocational Technical School teachers, and Unified School District teachers. Students are described keeping the fields of business, health, and home economics unique.

For the subject matter field that present and future women vocational teachers have specialized in (see Table 2-3). About one third of the teachers at the Junior/Community Colleges, Area Vocational Technical Schools, and Unified School Districts are in business. Only Junior/Community Colleges (one third of their teachers) and Area Vocational Technical Schools (one fifth of their teachers) have health teachers. Over half of the teachers at the Unified School Districts are in the field of home economics, with two fifths of the Area Vocational Technical School teachers and one fourth of the Junior/Community College teachers in this field. About one tenth of the women teachers at all three settings are in the Trade and Industry field. About half of the women students-in-training to become vocational teachers are in the field of home economics, with 40% in the health field and 10% in the business field.

In considering years of education possessed by present and future women vocational teachers, the project staff decided it would be less confusing to ask for the highest educational degree held (Table 2-1). Junior/Community College teachers are the best educated with almost 70% possessing a Masters degree and 20% a Bachelors. Slightly over half of the Area Vocational Technical School teachers possess a Masters degree, with 43% a Bachelors. A fourth of the Unified School District Teachers possess a Masters degree with two thirds of them a Bachelors. Kansas educational requirement for administrative certification vary depending on the sought certificate, but the minimum requirement is 30 semester hours of graduate credit. In

general, if women vocational teachers are considering administration, those from Unified School Districts would need to first go back for the most graduate work, those from Area Vocational Technical Schools for less, and those from Junior/Community Colleges the least.

In exploring years of work experience for present and future women vocational teachers (Table 2- 4), three varieties were considered - paid work at the managerial/administrative level, paid work increasing occupational skills, and unpaid work. About three fourths of the Junior/Community College and Unified School District and 90% of the Area Vocational Technical School teachers reported having no past managerial/administrative work experience in hiring administrative staff than other settings do. Women teachers from this setting interested in moving into administration need to become aware that many seem to lack this qualification.

Almost one third of the Junior/Community College and Area Vocational Technical School teachers have no work experience increasing occupational skills. Conversely, 28% of the Junior/Community College and 45% of the Area Vocational Technical School teachers have over 5 years of such experience. Unified School District teachers reported one-sixth had "no years" and one third had over five years of work experience increasing occupational skills. Teachers from Area Vocational Technical Schools (30%) have the most unpaid work experience, Unified School Districts (25%) have less, and Junior/Community College (8%) have the least. Students reflected more unpaid work experiences (35%) than any of the teacher groups.

Attitudes of present and future women vocational teachers that were studied were what barriers coming from women contribute to women's lack of interest in vocational administration, what barriers found in the field prevent women from moving into vocational administration, and what aspirations are held for vocational administration. Barrier attitudes were measured on a five point scale ranging from absolutely (1), usually (2),

occasionally, (3), rarely (4), and never (5). After indicating the strength with which a barrier occurred, respondents listed barriers considered to be in the top three.

In considering internal barriers (coming from within women) represented in Table 2-11A, only family responsibilities were viewed as occurring at "usually" or higher. Administrative responsibilities in the evening and necessity of a 12-month job were seen as contributing to non-interest more than occasionally but less than usually. In general, the other internal barriers listed were rated as occurring at an occasionally or less frequency. When listing which three barriers were the strongest contributors (Table 2-11F), teachers viewed including the necessity of a 12-month job more than students while students considered including the necessity for further graduate studies more.

When present and future teachers viewed external barriers (found in the field that prevent women from moving into vocational administration), represented in Table 2-12A, these were seen as operating more frequently than internal barriers. Lack of acceptance as an administrator by craftsmen in a traditionally male area was rated as usually being present. Lack of ability to talk the language of commerce and/or industry in establishing and maintaining commercial contacts was viewed as occasionally being present. All other barriers were seen as ranging somewhere between usually and occasionally operating. When listing the three barriers contributing the strongest (Table 2-12E), students viewed the lack of women in higher level vocational administration positions to serve as role models as needed more than teachers did.

Students in general could visualize themselves aspiring for a higher level of vocational administration than teachers could (Table 2-16A). The majority of the Junior/Community College and Area Vocational Technical School teachers were not interested in administration at the Unified School District

setting. None of the teachers saw themselves as a superintendent, assistant superintendent, or a principal at this setting. But in viewing top level administration at the Area Vocational Technical School setting, over a third of the teachers could see themselves in this role. When considering administration at the Junior/Community College setting, none of the teachers saw themselves as president. Within the teacher categories, Area Vocational Technical School teachers had the largest percentage that would consider being a dean of instruction and the largest percentage not interested in administration at this setting.

During the Kansas field survey of vocational education administrators, the number of openings filled in the last three years for staff members functioning as administrators was asked (Table 2-9a). Over half of the Junior College and Area Vocational Technical School Administrators and three-fourths of the Unified School District administrators responded that their school had had no openings. The remaining Unified School District administrators had one opening; twenty-four percent had two openings. Twenty-five percent of the Junior/Community College administrators had one opening; twelve percent had two openings; and four percent had five openings. In the Kansas educational scene there are nineteen Community/Junior colleges, fourteen Area Vocational Technical Schools, and two hundred ninety six Unified School Districts (and this latter group had a sample drawn, therefore, the results are perhaps proportionately understated). When administrators indicated what the future trend was for staff size (Table 2-9b), Junior/Community College administrators were the most optimistic in expecting future expansion of staff size (30% saw an increase) while Area Vocational Technical School and Unified School District administrators had 14% forecasting possible expansion.

Our random sample of 108 vocational administrators had responses from 11 women and 79 men (Table 2-5). This converts to 12% of the responding

administrators being women. The project's log book had recorded receiving only 85 administrator responses. This means that five of the women respondents from the teachers' lists indicated on the questionnaire that they spend 50% or more time at administrative tasks, changing categories for data processing. Almost half of the women administrators were officially listed as teachers. The possibility appears to exist that in the field there are vocational teachers with administrative responsibilities but not a corresponding administrative title.

Administrator and policy board head attitudes studied the barriers coming from women that contribute to women's lack of interest in vocational administration and what barriers found in the field prevent women from moving into vocational administration. Barrier attitudes were measured on a five point scale ranging from absolutely (1), usually (2), occasionally (3), rarely (4), and never (5) responses. After indicating the strength with which a barrier occurred, respondents listed barriers considered to be in the top three.

Policy board heads and Unified School District administrators saw all of the internal barriers (coming from within women) as ranging from occurring a little more than occasionally to a little less than occasionally. Junior/Community College and Area Vocational Technical School administrators agreed with the exception of viewing 'family responsibilities' contributing usually to women's lack of interest in administration (see Table 2-11A). When listing which three barriers were the strongest contributors (Table 2-11F), a larger percentage of administrators included "family responsibilities" than policy board heads did. Policy board heads included "fear of isolation found in administrative roles" and "need to make 'tough' decisions in administration" at a larger percentage than administrators did.

In general, Unified School District administrators viewed external barriers

(found in the field that prevent women from moving into vocational administration) an occurring less frequently than any of the other administrators or policy board heads (Table 2-12A). They rated external barriers as being present less than usually to less than occasionally. Policy board heads and Area Vocational Technical School administrators viewed all external barriers as operating at a greater than occasionally level with "lack of acceptance as an administrator by craftsmen in traditionally male areas" occurring at more than a usual level. Junior/Community College administrators ranged from usually to occasionally. There did not appear to be any major differences between policy board heads and administrators when listing which three barriers were the strongest contributors (Table 2-12E).

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Chapter 3

Development of the

Guide: Administrative Competency Portfolio

Rationale for Development

One of the stated general purposes of our project is to "develop procedures to assist women who aspire to vocational administrative posts but who do not have required work experience outside education." In exploring meeting this purpose, the Kansas vocational education setting was found to include relevant aspects needing consideration:

1. A Kansas vocational education teacher must have teaching certification. A vocationally certified teacher has to have had work experience in the field, the amount dependent on the service area's certification requirements.

2. A Kansas vocational education administrator must have administrator certification in one of the categories of Building Administrator, Specialized Administrator Endorsement, District School Administrator, or Vocational Technical School Administrator. The official work requirements for Building Administrator is two years of teaching or school administration; Specialized Administrator Endorsement and District School Administrator is three years of successful experience as a certified employee of an accredited school; and Vocational-Technical School Administrator is three years of successful experience as a certified vocational teacher in an accredited school.

3. Kansas vocational education administration employers often have an informal criteria of work experience necessary for an effective vocational administrator. This informal criteria operates by preference being given to candidates who have been employed in Commerce and/or Industry in a position that increases occupational skills and/or that has managerial/administrative responsibilities. Another aspect of the informal criteria involves preference being given to candidates who can show experience "breadth" beyond their immediate service area.

4. At present, in Kansas vocational administration, there are very few women. Most of these women are at entry level positions; however, there are a group of women vocational teachers who have been given administrative responsibilities and functions by their school but not the accompanying title or position.

5. Kansas women vocational teachers have work patterns similar to women in general. Present are a great variety of patterns, including interrupted patterns, delayed entry into the official work force, experiences in the unofficial work force, unpaid assistance with family firms, and the traditional paid work pattern males usually possess.

In evaluating the relevant aspects of the Kansas vocational education scene, it became apparent that Kansas women who aspire to vocational administrative jobs would most realistically be assisted by developing a procedure that would:

- .demonstrate administrative abilities that have been acquired through unpaid/volunteer experiences and paid work experiences where administrative responsibilities were present.
- .demonstrate breadth of exposure to several service areas beyond the teaching service area acquired through unpaid/volunteer experiences as well as paid work experiences.
- .equate unpaid/volunteer experiences with traditional paid work experiences.

The project staff selected for development the non-traditional procedure of a portfolio packet. The criteria for the portfolio packet as conceived would:

- .be included along with required application paper work in applying for a vocational education administration position
- .present to vocational education hirers a stronger support of administrative abilities and breadth of exposure to all service areas than the traditional application form/resume presents
- .incorporate unpaid-volunteer experiences equally with paid work experiences in the portfolio's presentation of administrative competencies

.increase the consideration given to women vocational teacher applicants so a higher percentage will be considered for interviewing during the hiring process.

The developmental approach chosen was to write a guide to be used in a self-directed construction of a portfolio packet designed to meet the criteria. The guide was field tested by interested women vocational teachers and potential vocational teachers. This field testing population was chosen because women in general have a higher percentage of unpaid work experience than men at an equivalent age have. The population included women of sufficient interest in vocational education administration to be willing to invest their time in building a portfolio utilizing our Guide: Administrative Competency Portfolio.

Validation of the portfolio packet procedure for presenting administrative competencies would be conducted by obtaining two sets of ratings on demonstrated competency levels in five administrative dimensions plus overall effectiveness in a vocational administrator's position for each of the portfolio authors. The first rating set was to be obtained from the evaluation of a completed portfolio packet by a group of vocational education administrators. The second rating set was to be obtained from the evaluation of the non-traditional assessment techniques of paper-pencil measures, in-basket exercises, and simulated work exercises by a group of three trained judges during a workshop.

Writing the Guide

The first task in writing the Guide: Administrative Competency Portfolio was to determine which administrative dimensions to select for the basic format. The selection process involved:

1. surveying job descriptions from vocational education administrative positions in Kansas schools. These were evaluated as to the most frequently required abilities.

2. reviewing educational and vocational educational administration literature for skill groupings being emphasized (Florida State University, 1976; Gilli, 1976; Harrison, 1975; Kneserich, 1975; Millett, 1968; Stufflebeam, 1971; Unruh, 1970; Wenrich, 1974; and Wilson, 1966).¹
3. reviewing non-traditional assessment technique literature for clusters of professional/managerial skills being utilized (Crystal, 1974; Horn, 1977; Knapp, 1975; Richards, 1975).
4. consulting with Dr. Rex Douglas, Wichita State University, concerning his three years work involving assessment center techniques pertaining to educational administration.

These four input sources were incorporated with the parameter that the validation procedure demanded administrative dimensions measurable by both portfolio evaluation and assessment workshop techniques. The five administrative dimensions selected to demonstrate vocational administration ability are Goal-Setting and Planning; Organizational Management; Communications; Decision-Making; and Demonstrated Leadership.

The second task in writing the Guide: Administrative Competency Portfolio was to decide how to best present competencies in these five administrative dimensions to hirers reading a completed portfolio. The project staff reviewed literature pertaining to the portfolio method of presenting skills and abilities (Bolles, 1972; Bolles, 1975; Christensen, 1975; Crystal, 1974; Knapp, 1975; and Vermont Community Colleges, 1975)

The working draft of the Guide directed the portfolio development so the finished packet was arranged in two sections - PRESENTATION and INDEX.

The PRESENTATION section included:

1. a resume indicating educational background and paid work history.
2. five administrative dimension tables (one each for Planning and Goal-Setting, Organizational Management, Communications, Decision-Making, and Demonstrated Leadership) which present the applicant's abilities, volunteer/unpaid and paid experiences where the abilities were acquired, and documentation to validate each dimension. The experiences are numerically coded to the INDEX where they are

¹Bibliography is included in Manual and Guide: Analogous Competency Assessment

further described. Each documentation item is alphabetically coded to the INDEX where the items are attached.

3. a narrative summarizing the applicant's abilities.

The INDEX section provided background descriptions and documentations for the presented abilities.

Procedures for Participant Selection

Participants in Phase II first expressed interest in offered options by returning to the project staff a post-card that had been included with the questionnaire (see Appendix A). They checked Phase II: Portfolio Building/Assessment Workshop Option and explanatory letters from women vocational teachers (or potential teachers) or checked Phase II: Portfolio Evaluation Option from vocational administrators or policy-board heads.

Steps were taken that each potential participant fully understood activities involved in an option before being asked for a commitment to become a participant. In February, each potential participant was mailed another letter and a more detailed description of the options: Phase II (A)-Portfolio Building/Assessment Workshop Option and Phase II (B)-Portfolio Evaluation Option (see Appendix B). Each description outlined to potential participants expected responsibilities, possible benefits, time line requirements, and procedures to lower any risk element to them. Approximately one week after the mailing, each potential participant was contacted by phone. Any unclear aspects were further explained until the potential participants felt able to decide upon participation. Table 3-1 is a profile of original participants and Table 3-2 is a profile of participants who finished. The profile of portfolio evaluators is found in Table 3-3.

Stage II - Utilization - Women teachers (or potential teachers) tenta-

TABLE 3-1

ORIGINAL PORTFOLIO BUILDING PARTICIPANTS' PROFILE

<u>EDUCATIONAL SETTING</u>	<u>NUMBER</u>	<u>SERVICE AREA</u>			
		<u>HOME EC.</u>	<u>BUSINESS</u>	<u>HEALTH</u>	<u>T & I</u>
Unified School District	2	1	1		
Community Junior College	9	2		4	3
Area Vocational Technical Sch.	6*		4	1	
Students-Master's Level	2	1	1		
	19*	4	6	5	3

* One handles Special Education Services

<u>AGE</u>			
25 - 29	30 - 34	35 - 39	40 - 44
4	4	3	3
45 - 49	50 - 54	55 - 59	Unknown
1	0	1	3

<u>DEGREE HELD</u>			
<u>MASTERS</u>	<u>DIPLOMA NURSE</u>	<u>BACHELORS</u>	<u>Ph. D. WORK</u>
10	2	6	1

TABLE 3-2

PROFILE OF FINAL PORTFOLIO AUTHORS

<u>Educational Setting</u>	<u>Number</u>	<u>Service Area</u>			
		<u>Home Ec.</u>	<u>Business</u>	<u>Health</u>	<u>T & I</u>
Community Junior College	2		1	1	
Area Vocational Technical School	5	1	2	2	
Students-Master's Level	1	1			
	8	2	3	3	0

AGE

<u>25-29</u>	<u>30-34</u>	<u>35-39</u>	<u>40-44</u>	<u>45-49</u>	<u>50-54</u>
3	0	3	1	0	1

DEGREES HELD

<u>Bachelors</u>	<u>Masters</u>	<u>Diploma Nurse</u>
3	3	2

TABLE 3-3
PROFILE OF PORTFOLIO EVALUATORS

<u>EDUCATIONAL SETTING</u>	<u>SEX</u>		<u>TOTAL</u>
	<u>MALE</u>	<u>FEMALE</u>	
Policy Board Heads		2	2
State Department Personnel		1	1
Unified School District			2
Superintendent	1		
Principal	1		
Community Junior College			10
Presidents	2		
Vice-Presidents	1		
Deans of Instruction	5		
Deans of Students	1		
Director Student Development/Special Services	1		
Area Vocational Technical Schools			7
Directors	3		
Asst. Directors	3		
Coordinators		1	
Technical Institutes/Vocational Schools			2
Presidents/Directors	2		
Total	20	4	24

Note:

Evaluation Site Locations:

Dodge City, Dodge City Country Club (Western Kansas)
April 28, 10:00 - 2:30

Lawrence, Holiday Inn, 23rd & Iowa (Eastern Kansas)
May 5, 10:30 - 3:00

Salina, Colonial House Restaurant, South of 1-70 (Central Kansas)
May 12, 10:30 - 3:00

tively interested in participating in building a portfolio packet utilizing the projects' self-directed Guide were mailed a copy in March. Accompanying the Guide was an informed consent form for participants' signed permission to have their portfolio evaluated and to having ratings taken on them during the validation workshop (App. B). The informed consent form explains the purpose of the research, procedures of the research, steps the project will take to reduce participants' risks, benefits to participants, data to be reported, and participants freedom to withdraw consent. With the mailing was a demographic information sheet asking for age, teaching service area, educational degrees, vocational certification, and years of homemaking, paid, unpaid and volunteer work (Appendix B).

Confidentiality of the prepared portfolios was safeguarded by the following procedure. Upon receipt of the portfolio packet, the project staff gave the portfolio a code and covered the author's name, address, phone number, and any other readily identifying information, such as supervisor's names, with white tape. A copy was then made of the portfolio. The original portfolio was returned to its author at the Validation Workshop. A code key which identifies authorship was kept under separate file.

Evaluation of Portfolios. Once the signed consent form giving permission for the evaluation of a portfolio had been received, the portfolio was randomly assigned to one of the three evaluation sites, Dodge City, Salina, or Lawrence. Because the evaluation was by field administrators or policy-board heads (potential employers) in proximity to each site, the portfolio was assigned to a different geographic area than that closest to the author's teaching location. This step was taken to guard against a teacher's portfolio being evaluated by her current administrator.

The evaluation workshops were directed by Dr. John Steffen, Director of

Non-Traditional Studies at Kansas State University. Dr. Steffen delivered standardized directions at each site before the evaluation (See Appendix B).

Approximately eight administrators in vocational education were present at each of the three rating sites. These administrators examined two to three portfolios and were asked to determine a global rating of hireability for entry level vocational education administration posts as well as to generate specific job titles in which they could visualize the applicant. (See M3-14a in Appendix D).

They were also to determine the effect of the individual's documentation and writing on their rating for each portfolio (Appendix B). In addition, they were asked what they would have the author add to the portfolio. A rating of the competency level demonstrated in the portfolio on each of the five dimensions of administration: PLANNING AND GOAL-SETTING, ORGANIZATIONAL MANAGEMENT, COMMUNICATION, DECISION-MAKING, AND DEMONSTRATED LEADERSHIP was given. These forms are shown in the Manual/Guide (Appendix D, 15a - 17a). An evaluation of the helpfulness of documentation items in the competency assessment was also requested (See Appendix B).

The statistical analysis and Tables of results for overall rating and dimension ratings are found in the Manual: Analogous Competency Assessment in Appendix D. Results of documentation and writing influence are found in Table 3-4. That value given to documentation items by raters and their comments are found in the Manual/ Guide (Appendix D, 31a - 33a).

Several checks were made to obtain an indication of bias that might be present in evaluation sessions. First, one portfolio was selected to be rated by all administrators to check for between site bias. Second, 3 portfolios rated by the same 3 evaluators were checked for intrarater reliability across the 5 administrative dimensions and overall effectiveness. Third,

Table 3-4

INFLUENCE OF DOCUMENTATIONS
AND WRITING ABILITY ON RATINGS
OF EVALUATORS AT LAWRENCE AND SALINA*

Item	$\bar{X}$
Documentation average rating**	2.11
Writing ability average rating**	2.47

*Form B had an error in rating stem definitions at Dodge City site.
Ratings received from Dodge City are not included.

**Rating scale stems are 1- High Positive; 2- Positive; 3- No Influence;
4- Negative; 5- High Negative.

the variables of authors' age, teaching service area, educational degrees, years of homemaking, paid, unpaid and volunteer work were reported as demographic data. The Manual contains results and discussion of these controls.

Throughout the rating evaluations, codes were assigned to both the portfolios and to the evaluators' rating forms to protect the confidentiality of all participants.

Validation of Portfolio Procedure

To validate the portfolio procedure, a workshop was designed to provide another measure of the administrative dimensions previously identified in the portfolio. This workshop was held at Kansas State University from May 31st to June 2nd. The objective in this assessment type workshop was to provide a second rating on demonstrated competency level on each of the five administrative dimensions and an overall rating on administrative effectiveness for each of the portfolio authors. Spearman rho correlation were scheduled for comparison of the portfolio's set of ratings and the workshop's set of ratings. The procedure is discussed in the Manual and Guide: Analogous Competency Assessment in Appendix D.

Women vocational teachers and students who authored the completed portfolios were contacted by conference calls on May 25, 1978 to determine those still able to attend the Non-traditional Assessment in Education Administration workshop. A profile of the seven participants attending the workshop is shown in Table 3- 5. A portfolio was never received from one of the participants, so a total of six women completed both the portfolio and the workshop; two completed the portfolio but not the workshop, and one attended the workshop but did not submit a portfolio.

The time-framework required for completion of the portfolio to meet scheduled evaluation dates contributed to the loss of eleven original participants. Many teachers found developing the portfolio during March and early April conflicted with demands on their time from class trips, evaluation team commitments,

Table 3-5

PROFILE OF PORTFOLIO AUTHOR
ATTENDING NON-TRADITIONAL ASSESSMENT IN
EDUCATIONAL ADMINISTRATION WORKSHOP

<u>Educational Setting</u>	<u>Number</u>	<u>Service Area</u>		
		<u>Home Ed.</u>	<u>Business</u>	<u>Health</u>
Unified School District	1	1		
Community Junior College	3		1	2
Area Vocational Technical School	2		2	
Student-Masters Level	1	1		
	7	2	3	2

AGE

25-29	30-34	35-39	40-44	55-59
2	1	2	1	1

DEGREES HELD

<u>Bachelors</u>	<u>Masters</u>	<u>Ph.D. Work</u>
3	3	1

REGION OF KANSAS

<u>Eastern</u>	<u>Central</u>	<u>Western</u>
3	1	3

and required proposal writing. Two portfolio authors were unable to attend the workshop because of class commitments. With this small number, parametric correlations could not be used as was originally planned, but the nonparametric statistic, though conservative, yielded several significant correlations (see Manual Appendix D).

The methodology, informed consent procedures, and copies of instruments planned for the workshop were submitted to Kansas State University's Presidents Committee 8290 Research Involving Human Subjects. The clearance letter for initiation of this phase of the project is shown in Appendix B.

Because some of the participants expressed interest in receiving college credit that could apply toward educational requirements for vocational administration certification, steps were taken to obtain course approval for a portfolio development and workshop participation option.

Dr. Eddy Van Meter, Associate Professor in Department of Administration and Foundations at Kansas State University directed the assessment aspects of the workshop. Two teams of evaluators were trained by Dr. Van Meter to observe and assess the paper and pencil activities, In-basket exercises, leaderless group discussions, role-play situations, and workshop interaction. Each team of three people included a practicing Kansas Vocational education administrator and two Ph.D. level graduate students majoring in either educational administration or counseling. All of the graduate students had also had administrative experience. Dr. J. Rex Douglas, involved for four years with the Assessment Center at Wichita State University at Wichita, Ks. was a consultant on workshop materials and procedures. He attended the first day of the workshop and assisted with the teaming of assessment team.

The project staff coordinated non-assessment aspects of the workshop. Dr. Neely presented a session on issues related to women in vocational administration. Time was set aside for portfolio authors to discuss problems on portfolio development and to offer suggestions for revisions of the Guide:

Administrative Competency Assessment. Completed portfolios were returned to their authors on the last day and a project staff member provided reactions of the evaluators to the individual's portfolio.

The paper and pencil measures used in the workshop were the Managerial Philosophies Scale (Appendix B), Leadership Opinion Questionnaire (Appendix B) Communications Inventory (see Appendix B). Simulation exercises included In-basket exercises containing fifteen items waiting to confront an administrator at the start of a day; the Participative Decision Making exercise, a leaderless group discussion exercise; and a role play interview which involved being both the interviewer and the interviewee.

The rating forms used by the assessment team were developed by Dr. Eddy Van Meter and Dr. Douglas. Samples of these forms are to be found in the Manual included in Appendix D.

Participants were assigned to Group A or Group B and were observed throughout the workshop by the assessor team designated Team A or Team B. The program of activities for the workshop is contained in Appendix B. Assessment Teams schedule appears in Appendix B, also.

A discussion of the portfolio procedure as a valid measure of administrative competencies is found in the attached Manual and Guide: Analogous Competency Assessment (see Appendix D).

The positive reaction of a project participant toward the workshop is reflected in her letter (Appendix B). She also notified the staff that she had accepted an administrative position the next month (see Appendix B).

The informal discussion held with portfolio authors on the last day indicated that developing the portfolio was an exercise in building self confidence. They shared their mutual difficulty in stating their competencies to potential employers, but expressed satisfaction at viewing the total picture of their abilities in their finished portfolios. The women identified having a sense of direction toward a specific job or position to be helpful in orga-

nizing the portfolio materials. Choosing the type and the amount of documentation to include was seen as the most difficult decision. The comments and evaluative ratings given by administrators has enabled the staff to provide more guidelines for future authors.

Technical Section, Manual/Guide spells out the reliability and validity findings (Appendix D). The median reliability of the portfolio ratings was .60 while the validity of the administrative dimensions varied from weak (e.g. Communication, Overall) to moderately strong (Organizational Management). The evidence is substantial enough to suggest continuation of validation and use studies.

The Manual/Guide are henceforth available through Sex Equity Specialist, Vocational Education, Kansas State Department of Education, 120 E. 10th, Topeka, Ks. 66612.

Not only is the Guide useful for women (and men) who wish to demonstrate administrative competencies that they developed in unpaid and volunteer experiences, but also is a useful teaching tool and is adaptable to other job competencies. Further, it can be used to structure administrative competencies that were learned in paid work, where the job title used in the typical resume does not reveal the extent of one's duties.

Chapter 4

Sex Equity Workshop

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Chapter 4

Sex Equity Workshop

The Sex Equity Workshop was planned with the following objectives:

1. To explore group dynamics concerning self-concepts, assertiveness training, administrative issues, and values clarification as they relate to women aspiring to administrative positions in the field of Vocational Education.
2. To consider the feasibility of increasing women's aspirations for Vocational Education administrative positions.
3. To explore approaches that men and women can utilize in working cooperatively in the Vocational Education administrative field to increase sex fairness.
4. To disseminate results of project activities to the field.

The objectives were addressed at a Sex Equity workshop held on the Kansas State University campus from July 25 - 28.

Participants of past project activities expressed interest in receiving credit that could apply toward vocational administration certification. Project activities had also created interest in Kansas and surrounding areas in learning more about our project. To meet both these demands, a four day workshop was planned in a class format, "Nontraditional Assessment Applications" with enrollment for credit as an optional choice. Four people attended, two of them previous participants. The third day of the workshop was designed as a one day drive-in conference open to all administrators, teachers, counselors, policy board heads, and college students. Sixteen people attended, including one from Missouri. *

The class was co-sponsored by the Department of Administration and Foundations and the Department of Adult and Occupational Education, represented by Advisory Board member, Dr. Robert Scott. The drive-in conference included additional sponsorship by the Kansas State Department of Education. Ms. Carol Oberle, Sex Equity Specialist, assisted in advertising the conference by coordinating mailings to settings in all Kansas schools.

*
Eleven other people attended who had participated in other phases.

Advance notice of the workshop was accomplished by the following means. Recipients of the questionnaire who expressed interest in the future project phases were mailed a flyer describing this project option (Appendix C). Administrators and teachers in Kansas received a description of the drive-in conference (Appendix C) and a response sheet to indicate their attendance (Appendix C).

Participants in the day conference received the Manual and Guide: Analagous Competency Assessment, a paper "Assessing Competencies for Administrative Positions" by Neely and Schuley and "Nonsexist Language", an article reprinted from the American Psychologist and two other nonsexist tables used by permission. A full program is reflected in Appendix C.

Ms. Lynn McMahon, M.S., co-director of Women in Transition, Philadelphia, Pa. and Co-editor of Exploring Contemporary Male/Female Roles was the keynote speaker and facilitator for the day. Ms. Carol Oberle, State Department of Education, Sex Equity Specialist presided. After a welcome from Dr. Scott, an overview of the project, its objectives and findings were presented by Dr. Neely. Issues of discrimination, women's aspirations and men's awareness were topics of the small discussion groups available to participants (see Appendix C)¹.

The workshop was attended by both administrators and teachers and research coordinators in Kansas and Missouri, which gave the audience a more regional composition. A profile of project participants is in Table 4-1.

No analyses were attempted due to the small numbers.

¹ The videotape and discussion questions were used courtesy Project BORN FREE.

Table 4-1

WORKSHOP PARTICIPANTS' DEMOGRAPHIC CHARACTERISTICS

Age 4 (20-29) 9 (30-39) 2 (40-49) 1 (50-59) — (60+)

Sex

6 male10 female

Highest degree held

— High School— Associate of Arts3 Bachelors10 Masters— Specialist3 Ed.D. or Ph.D.— Other (please specify) _____

Certificate(s) held

4 None9 Teaching Certificate2 Building Administrator
(formerly Administrator I)6 Specialized Administrator Endorsement
(formerly Administrator II)1 District School Administrator
(formerly Administrator III)2 Vocational Technical School Administrator
(formerly also Administrator II)Service area in which you are, were, or will be a
Vocational Teacher7 None1 Agricultural Education— Distributive Education— Health4 Home Economics1 Trade and Industry2 Business and Office1 Other(s) (please specify) _____

Presently, over 50% of my time is spent in:

3 Teaching8 Administrative functions5 Not applicableHave you gained administrative experience by serving
in volunteer organizations?5 No8 Yes. If yes, please name up to (3) of
these organizations.KVATA, Jaycee Wives, Church
Groups AVA, (2) Scouts (2)Sister Cities, Lyons League ofWomen Voters, Zonta, KAVA, THEA,Student Government, CommunityService, Professional Organiza-
tions

APPENDIX A

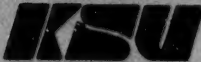
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Questionnaire's Approval from Kansas State University President's
Committee on Research Involving Human Subjects

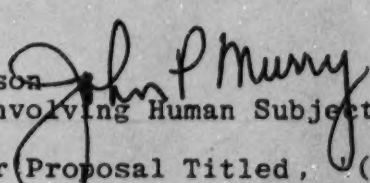


KANSAS STATE UNIVERSITY

Graduate School
Fairchild Hall
Manhattan, Kansas 66506
Phone: 913 532-6191

November 18, 1977

TO: Professor Margery Neely
Administration and Foundations
Dickens Hall
CAMPUS

FROM: John P. Murry, Chairperson 
Committee on Research Involving Human Subjects

RE: Committee Review of Your Proposal Titled, (Stipulation.
for): A Program To Overcome Sex Bias Barriers in Women's
Qualifications for Vocational Administration Posts"

The Committee on Research Involving Human Subjects has reviewed and approved the proposal identified above.

This approval applies for this project only and only under the conditions and procedures described in the application. Any change in the protocol or conditions described in the proposal will require separate approval. This approval will be followed by surveillance procedures which will require periodic review of the project by consultation with the Responsible Individual and the examination of the appropriate records of the activity. Individual identification of human subjects in any publication is an "invasion of privacy" and requires a separate executed "informed consent."

Prior to initiation of activities involving human subjects, (unless specifically exempted) properly executed informed consent must be obtained from each subject or his/her authorized representative and such forms must be retained on file by the Responsible Individual for a minimum of three years after termination of the project.

Any unanticipated problems involving risk to human subjects or others should be reported immediately to the Director of the Student Health Center.

JPM:jk

List of Requests for Survey Results

Ms. Debbie Dillon, Specialist
Sex Bias & Stereotyping
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The Basic Four-Page Questionnaire VOCATIONAL EDUCATION ADMINISTRATION

BY: A. P. Wilson, M. R. Schuley, M. R. Legg, and M. A. Neely

"This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help the survey administrators find answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results. Only group data will be reported."

Administrators, Vocational Teachers, and Students, please complete the following questions. School Board Presidents, please turn to page 2.

Age _____

Sex (check one)

_____ male

_____ female

Highest degree held (check one)

_____ High School

_____ Associate of Arts

_____ Bachelors

_____ Masters

_____ Specialist

_____ Ed.D. or Ph.D.

_____ Other (please specify) _____

Certificate(s) held (check all that apply)

_____ None

_____ Teaching Certificate

_____ Building Administrator
(formerly Administrator I)

_____ Specialized Administrator Endorsement
(formerly Administrator II)

_____ District School Administrator
(formerly Administrator III)

_____ Vocational Technical School Administrator
(formerly also Administrator II)

Service area in which you are, were, or will be a Vocational Teacher (check below all that apply)

_____ None

_____ Agricultural Education

_____ Distributive Education

_____ Health

_____ Home Economics

_____ Trade and Industry

_____ Business and Office

_____ Other(s) (please specify) _____

Presently, over 50% of my time is spent in:

_____ Teaching

_____ Administrative functions

_____ Not applicable

Years employed in Commerce and/or Industry in:

_____ Managerial/administrative positions

_____ Increasing occupational skills at non-managerial levels

_____ Unpaid work experience
(such as helping at the family firm)

Have you gained administrative experience by serving in volunteer organizations?

_____ No

_____ Yes. If yes, please name up to (3) of these organizations.

Administrators, please respond to the following questions as they best describe your school.
Vocational Teachers and Students, please turn to page 2.

The number of:

_____ Vocational students enrolled at your educational setting.

_____ Staff members who function as administrators of Vocational Programs and/or Services for more than 50% of their time

_____ Openings filled in the last three years for staff members who function as administrators of Vocational Programs/or Services.

Future openings in Vocational Administrative Staff in your educational setting will: (check one)

_____ increase

_____ remain about the same

_____ decrease

Listed below are selected functions performed in the Administration of Vocational Education. Please circle the number that best represents the level of importance you think is given to each function by administrators.

	High	Med. High	Med. Low	Low
(8) Implement and maintain state Vocational Education program standards	1	2	3	4
(9) Provide programs to meet the needs of handicapped and disadvantaged students in the vocational program	1	2	3	4
(10) Make recommendations regarding tenure and dismissal of teachers	1	2	3	4
(11) Teach in the vocational class or laboratory	1	2	3	4
(12) Recommend short-and-long-range program goals	1	2	3	4
(13) Identify and procure substitute and part-time teachers	1	2	3	4
(14) Delegate responsibility and authority to subordinates	1	2	3	4
(15) Comply with legislation and regulations of local, state and Federal government	1	2	3	4
(16) Plan and organize Vocational Education programs to meet changing labor needs	1	2	3	4
(17) Schedule and supervise activities of clerical and support staff	1	2	3	4
(18) Promote improved methods of instruction	1	2	3	4
(19) Comply with policies and objectives of school board or board of trustees	1	2	3	4
(20) Assist in hiring faculty and staff members	1	2	3	4
(21) Use Program Planning and Budgeting System	1	2	3	4
(22) Provide for job evaluation of faculty/staff positions	1	2	3	4
(23) Provide orientation for new faculty and staff members	1	2	3	4
(24) Maintain positive school-community relations	1	2	3	4
(25) Maintain suggested budgeting and cost accounting procedures	1	2	3	4
(26) Evaluate performance of faculty and staff	1	2	3	4
(27) Maintain information gathering and reporting system	1	2	3	4
(28) Identify the role of the Vocational Education program in overall system of education	1	2	3	4
(29) Maintain good human relations among faculty, staff and students	1	2	3	4
(30) Guide activities to increase representation of women in student population	1	2	3	4
(31) Assist in performing financial and business functions	1	2	3	4
(32) Interpret organizational structure to faculty and staff	1	2	3	4

Lack of interest among some women vocational teachers is often cited for the low number entering Vocational Education Administration. Below is a list of selected reasons that may contribute to this lack of interest. Please circle the number that represents the degree you feel each reason contributes to disinterest by women.

	Absolutely	Usually	Occasionally	Rarely	Never
(33) family responsibilities	1	2	3	4	5
(34) necessity of a 12 month job	1	2	3	4	5
(35) need to make "tough" decisions in administration	1	2	3	4	5
(36) administrative responsibilities in the evening	1	2	3	4	5
(37) low commitment to career advancements	1	2	3	4	5
(38) travel commitments required for administrators	1	2	3	4	5
(39) necessity of further graduate studies for certification	1	2	3	4	5
(40) unfamiliarity of budgeting and financial responsibilities	1	2	3	4	5
(41) prospect of hiring, evaluating, and firing of staff	1	2	3	4	5
(42) necessity of developing long range program guidelines	1	2	3	4	5
(43) fear of isolation found in administrative role	1	2	3	4	5

Of the above list, I feel the 3 three strongest contributors are numbers ____, ____, and ____.

Below is a list of selected reasons that may prevent women from moving into Vocational Administration. Please circle the number that represents the degree you feel each reason contributes.

	Absolutely	Usually	Occasionally	Rarely	Never
(50) lack of ability to talk the language of commerce and/or industry in establishing and maintaining commercial contacts	1	2	3	4	5
(51) lack of criteria for crediting women for competencies achieved in unpaid/volunteer work experience	1	2	3	4	5
(52) lack of experience in more than one service area	1	2	3	4	5
(53) lack of public acceptance as a top administrative representative	1	2	3	4	5
(54) lack of acceptance as an administrator by craftsmen in traditionally male areas	1	2	3	4	5
(55) lack of women in higher level Vocational Administration positions to serve as role models	1	2	3	4	5
(56) lack of previous managerial/administrative experience in a commercial/industrial setting	1	2	3	4	5
(57) lack of criteria to evaluate qualifications of women possessing an interrupted career pattern	1	2	3	4	5
(58) lack of obvious systematic methods by the school for identifying women aspiring to administrative posts	1	2	3	4	5
(59) lack of awareness of the political maneuvers necessary within the administrative structure	1	2	3	4	5
(60) lack of acceptance by staff members when handling school plant management	1	2	3	4	5

Of the above list, I feel the 3 strongest contributors are numbers ____, ____, and ____.

Listed below are selected qualifications that may be considered in hiring candidates for vocational administrative openings. Please circle the number that represents the level of importance you think is given to each qualification.

	High	Med. High	Med. Low	Low
(34) Energy level of applicant	1	2	3	4
(35) Occupational proficiency in service area of teaching	1	2	3	4
(36) Education/Certification Qualifications	1	2	3	4
(37) Reference/recommendations	1	2	3	4
(38) Paid work experience in service areas other than teaching	1	2	3	4
(39) Interpersonal skills	1	2	3	4
(40) Publications in the field	1	2	3	4
(41) Professional memberships	1	2	3	4
(42) Health (physical and mental)	1	2	3	4
(43) Personal impression in interview	1	2	3	4
(44) Past teaching record	1	2	3	4
(45) Personal knowledge of applicant	1	2	3	4
(46) Research grants accepted	1	2	3	4
(47) Personal integrity	1	2	3	4
Past administrative/managerial work in:				
(48) Commerce and/or industry	1	2	3	4
(49) Vocational Education	1	2	3	4
(50) General/Academic Education	1	2	3	4
(51) Unpaid volunteer positions	1	2	3	4
(52) Elective offices held without pay	1	2	3	4
Volunteer work:				
(53) Unpaid work experience in service areas other than teaching field	1	2	3	4
(54) Political activities	1	2	3	4
(55) Community activities	1	2	3	4
(56) Service organizations activities	1	2	3	4

"The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

The Questionnaire's Two-Page Slide-In Sheet

Listed below are selected functions performed in the Administration of Vocational Education. Assume that in the future you were given these administrative responsibilities. Please circle the number that best represents the level of confidence you have that you could perform each function.

	High	Med. High	Med. Low	Low
(8) Implement and maintain state Vocational Education program standards	1	2	3	4
(9) Provide programs to meet the needs of handicapped and disadvantaged students in the vocational program	1	2	3	4
(10) Make recommendations regarding tenure and dismissal of teachers	1	2	3	4
(11) Teach in the vocational class or laboratory	1	2	3	4
(12) Recommend short-and-long-range program goals	1	2	3	4
(13) Identify and procure substitute and part-time teachers	1	2	3	4
(14) Delegate responsibility and authority to subordinates	1	2	3	4
(15) Comply with legislation and regulations of local, state and Federal government	1	2	3	4
(16) Plan and organize Vocational Education programs to meet changing labor needs	1	2	3	4
(17) Schedule and supervise activities of clerical and support staff	1	2	3	4
(18) Promote improved methods of instruction	1	2	3	4
(19) Comply with policies and objectives of school board and board of trustees	1	2	3	4
(20) Assist in hiring faculty and staff members	1	2	3	4
(21) Use Program Planning and Budgeting System	1	2	3	4
(22) Provide for job evaluation of faculty/staff positions	1	2	3	4
(23) Provide orientation for new faculty and staff members	1	2	3	4
(24) Maintain positive school-community relations	1	2	3	4
(25) Maintain suggested budgeting and cost accounting procedures	1	2	3	4
(26) Evaluate performance of faculty and staff	1	2	3	4
(27) Maintain information gathering and reporting system	1	2	3	4
(28) Identify the role of the Vocational Education program in overall system of education	1	2	3	4
(29) Maintain good human relations among faculty, staff and students	1	2	3	4
(30) Guide activities to increase representation of women in student population	1	2	3	4
(31) Assist in performing financial and business functions	1	2	3	4
(32) Interpret organizational structure to faculty and staff	1	2	3	4

Do you anticipate that sometime in the future you will continue your education to obtain one of the following degrees? Please check the one response that represents your highest aspiration.

- (33) ☐ Bachelors
☐ Masters
☐ Specialist
☐ Ed.D. or Ph.D.
☐ Other (specify) _____

Assume that sometime in the future, you have the necessary qualifications to apply for the following positions. Please check the top administrative position for which you might apply in each setting.

(34) AREA VOCATIONAL TECHNICAL SCHOOL (check one)

- ☐ Director
☐ Assistant Director
☐ Coordinator/Supervisor
☐ Not interested

(35) COMMUNITY JUNIOR COLLEGE (check one)

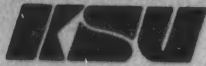
- ☐ President
☐ Dean of Instruction
☐ Program Coordinator/Supervisor
☐ Not interested

(36) UNIFIED SCHOOL DISTRICT (check one)

- ☐ Superintendent
☐ Assistant Superintendent
☐ Director/Coordinator of Vocational Education programs
☐ Principal
☐ Assistant Principal
☐ Not interested

Assume in the future you were given the opportunity to do unpaid volunteer work in order to increase: your occupational proficiency; your administrative competencies; or your experience in other vocational areas. Please check any position for which you might volunteer.

- (37) ☐ Chairperson of civic organizations
(38) ☐ Internship in commerce and/or industry
(39) ☐ Administrative assistant in Vocational Education setting
(40) ☐ Administrative/managerial position in teaching service area
(41) ☐ Internship in service area other than teaching field



Questionnaire's Cover Letter
KANSAS STATE UNIVERSITY

Department of Administration and Foundations of Education
 College of Education
 Holton Hall
 Manhattan, Kansas 66506

Vocational Education Research Project

TO : Educational Colleague

FROM: Dr. Margery Neely

Kansas State University has been funded to address the Vocational Education Research priority area of Sex Bias. The first phase in this project is a survey designed to look at the role of administrators of Vocational Education programs and to explore how women vocational teachers relate to this role.

Your honest response is valued because you represent one of the following groups: administrators of vocational programs; School Board Presidents who might select vocational administrators; or, women who may become administrators of vocational programs. We would greatly appreciate your taking 8 to 15 minutes to complete the survey. Your return of the questionnaire constitutes your agreement to participate in this survey. All data remain confidential.

The results obtained from the survey will be used to help plan the next three phases of our project which are:

- . to help women build credentials by using their unpaid work experiences.
- . to design a workshop exploring Sex-fair competency assessment for Vocational Education Administrators.
- . to develop sites for a short-term employment experience in industry or management.

The workshop, to be held July 26 to July 28, will include dissemination of the survey results. Expenses for participants will be provided for by project funds. Participants will have the choice of attending for credit if they wish to pay for hours.

A postcard is enclosed to allow you to request further information for participating in the projects' next phases. To show our appreciation for your immediate response and return, please keep the enclosed pencil.

After February 20, 1978, results may also be obtained upon request to Dr. Margery Neely, Holton Hall, Kansas State University, Manhattan, Kansas, 66506.

Interest Expressing Postcards

Post Card to Policy-board Heads and Administrators

I would like to be contacted to learn more about:

☐ Spring participation in a 1/2 day training for
evaluating competencies derived through
unpaid/volunteer experiences.

☐ Attending the Sex-fair Competency Assessment Work-
shop (July 26-28, 1978).

I would be interested in receiving college credit.

☐ Yes ☐ No

Name:

Address:

Telephone:

Post Card to Women Teachers and Students

I would like to be contacted to learn more about the

☐ Credential Building/Workshop option (May 31, June 2)

☐ Short-term Employment Experience (June-August, 1978)

☐ Sex-fair Competency Assessment Workshop (July 26-28)

I would be interested in receiving college credit.

☐ Yes ☐ No

Name:

Address:

Telephone:

Description of the Credential Project Phases

Does your employment record reflect the breadth of skills you are able to perform? Does it indicate the expertise you have in different occupational areas? Are your administrative abilities identifiable?

If you're interested in entering administrative positions within Vocational Education, a yes response to these questions becomes important. However, women typically have interrupted career patterns and frequently perform tasks that go unpaid. Since employers are more accustomed to examining paid work experience, they may not recognize the managerial ability developed through volunteer activities.

One objective of our project is to develop a procedure to assist women in identifying, describing and documenting the competencies developed through volunteer, or unpaid work experiences, homemaking and other creative efforts. This credential building and assessment of competencies will be incorporated as part of the workshop to be held at Kansas State University in May 31st to June 2. The results of this phase will be disseminated at a "Sex-fair Competency Assessment" Workshop to be held July 26-28, 1978.

To obtain further information, please check Credential Building/Workshop on the enclosed postcard and provide your name, address, and phone number. We will be happy to contact you and furnish more complete details on possible attendance.

A 2-8: VARIABLES MEASURED IN SURVEY QUESTIONNAIRE

Demographic Variables		Asked of Groups*
Variable 1	Sex	B, C, D
Variable 2	Age	B, C, D
Variable 3	Highest degree held	B, C, D
Variable 4	Certificate(s)	B, C, D
Variable 5	Teaching service area	B, C, D
Variable 6	Percent of time spent in administrative functions	B, C, D
Variable 7	Years of employment in management Commerce and/or Industry	B, C, D
Variable 8	Years of employment increasing occupational skills in Commerce and/or Industry	B, C, D
Variable 9	Years in unpaid work experience in Commerce and/or Industry	B, C, D
Variable 10	Administrative experience gained in volunteer organizations	B, C, D
Variable 11	Potential vocational administration job market	B
Dependent Variables		
Variable 12	Concept of level of importance of functions of vocational administrators	A, B, C, D
Variable 13	Concept of strength of barriers to women entering vocational administration coming from within women	A, B, C, D
Variable 14	Concept of strength of barriers to women entering vocational administration coming from sources external to women	A, B, C, D
Variable 15	Concept of value of qualifications in the hiring process for vocational education administration	A, B, C, D
Variable 16	Concept of confidence of ability to perform administrative skills	C, D
Variable 17	Concept of administrative aspirations	C, D

*Group A - Heads of policy-making boards

Group B - Vocational education administrators

Group C - Women vocational teachers

Group D - Women students planning on becoming certified vocational teachers

Appendix B

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Letter of Interest to Potential Participants
KANSAS STATE UNIVERSITY

February 3, 1978

Department of Administration and Foundations of Education
College of Education
Holton Hall
Manhattan, Kansas 66506

Thank you for your interest in the Vocational Education Research Project. Now that we've received the final returns from the questionnaire mailing we are able to provide you more information on options within the project.

We are delighted with the response indicated in the project's next phases. Because of the variety of options available, we are enclosing explanatory sheets for each phase. These will outline what responsibilities you will have as a participant, the possible benefits to you, the time line required to meet project deadlines and the potential for credit.

Approximately a week after you receive this letter, Marcy Schuley, Project Coordinator will be calling you, since we realize you may have additional questions. We hope then you'll have had a chance to check your calendar, consider your own time-frame and be able to confirm your interest in joining us as a participant.

Please contact us sooner if we can clarify any details. Our number is 913-532-6290 or KANS-A-N 8-562-6290.

Sincerely,

Dr. Margery A. Neely
Project Director

Dr. Alfred P. Wilson
Assistant Project Director

Ms. Marcy Schuley
Project Coordinator

Marilyn Legg
Associate Project Coordinator

lab

PORTFOLIO BUILDING/ASSESSMENT WORKSHOP OPTION

We welcome your participation in the Portfolio Building/Assessment Workshop.

As a participant, you will be asked:

....to develop a portfolio derived from paid and unpaid work experiences demonstrating administrative competencies. (Coded portfolios will be submitted by April 15 and will be evaluated by Vocational Education Administrators during late April and May.)

....to attend a workshop to involve Non-Traditional assessment of administrative competencies which will be held at Kansas State University from 1:00 p.m. May 31st through 12:00 p.m. June 2, 1978.

Participants will be provided room and board in University housing and reimbursed travel costs to the workshop. Two hours of undergraduate or graduate credit is available if you choose to pay for the credit hours. This is not a requirement for participation. Credit will be transcribed as: 405-686 Topics in Education: Non-Traditional Assessment in Educational Administration. Credit hour costs are \$18 for undergraduate and \$22 for graduate credit. No additional work will be required for the credit option.

PORTFOLIO DEVELOPMENT

Five dimensions of administration will receive emphasis in the Non-Traditional Assessment: Goal-Setting and Planning; Organizational Management; Communications; Decision-Making; and Demonstrated Leadership.

By March 1st, a guide to the development of the portfolio will be mailed to participants. This guide will include worksheets and directions to assist you in identifying, describing, and documenting your administrative competencies from paid and unpaid experiences within these dimensions.

The portfolio format will include a brief narrative, competency statements for each administrative dimension, descriptions of identified learning experiences and selected validation for competency statements. You will be asked to return the completed portfolio by April 15th, 1978 to the Project Office. After insuring the anonymity of your portfolio, you will be asked to sign a release to have your

portfolio evaluated during the next month.

The evaluation will:

- be conducted by Vocational Education Administrators.
- generate competency levels on each administrative dimension.
- provide a rating of hireability for entry level Vocational Education Administration posts.

ASSESSMENT WORKSHOP

One objective of the project is to validate the portfolio development procedure. The workshop is designed to provide another measure of the administrative dimensions to be correlated with the portfolio ratings. Your attendance at the workshop is necessary to obtain these separate measures.

The confidentiality of individual ratings will be insured. Reportings will be given only as group data.

Orientation for participants will begin at 1:00 p.m., May 31st. Paper and pencil measures, In-Basket exercises, and simulation exercises will be used to measure the administrative dimensions. You will be working within a group for some exercises, individually for others. A team of three judges will be observing and evaluating activities over the three days. An optional individual exit interview is planned for Friday morning to allow you feedback on both assessment techniques. Opportunities have also been provided within the program to allow for social interaction and discussion of issues pertinent to aspiring women administrators. We hope the benefit to you will be:

- development of a portfolio demonstrating administrative competencies
- feedback on your competencies that might be utilized in planning your future education/career plans.
- establishment of a network of women in Kansas who aspire to Vocational Education Administrative posts.

PORTFOLIO EVALUATION OPTION

You are invited to participate in one of three portfolio evaluation workshops to be held this spring! One hour credit is available if you choose to also participate in Phase III: Sex-Fair Workshop Option. This course is 405-686 Topics in Education: Non-Traditional Assessment Applications.

An objective of our project is to develop procedures to assist women who aspire to Vocational Education Administrative posts to equate their unpaid/volunteer experiences to traditional paid work experiences. To accomplish this goal the vocationally certified women teachers and senior students preparing for certification who have administrative aspirations have been invited to participate in the building of a portfolio. The portfolio will seek to demonstrate their administrative competencies derived through both paid and unpaid work experiences.

To validate this procedure we are seeking administrators of Vocational Education programs in Area Vocational Technical Schools, Community Junior Colleges and Unified School Districts to evaluate portfolios.

The evaluation will:

- generate competency levels on identified administrative dimensions
- provide a rating of hireability for entry level Vocational Education Administrative posts

The workshops will be conducted by Dr. John Steffen, Director of Non-Traditional Study Program at Kansas State University for the last four years. Dr. Steffen has participated in training programs sponsored by the Council for the Advancement of Experiential Learning and has conducted Faculty Development workshops on the assessment of experiential learning at Kansas State University

We have tried to select workshop sites that will be most central to those who have already indicated interest in participating. Sites selected are:

Dodge City....April 28,	10:00 to 12:00	1:00 to 2:30
Salina.....April 21	10:30 to 12:00	1:00 to 3:00
Lawrence.....May 5	10:30 to 12:00	1:00 to 3:00

Project funds will allow payment to participants of 13¢ a mile for travel to a site. We would like to have nine to twelve judges at each location. If you know of other administrators who may be interested in participating, please share this information and relay their interest to us.

INFORMED CONSENT FORM

You are invited to be a part of the Vocational Education Research Project: Phase II. Your participation is voluntary and you may withdraw at any time.

The objective is to develop a portfolio procedure for documentation of competencies of women who may be able to move into vocational administration. Equating documentation of unpaid/volunteer experiences with traditional paid work experiences is of potential importance because women in general have a higher percentage of unpaid volunteer experience than men at an equivalent age. Employers of vocational administrators are often uncertain how to compare a candidate with many unpaid/volunteer experiences to a candidate with many traditional paid work experiences. A valid competency portfolio will be useful to employees and employers across the United States.

You, as a potential woman vocational administrator, are invaluable to us for you can field test our procedure by creating a portfolio utilizing our Guide. Our project will investigate how valid the portfolio method is in presenting administrative competencies to people who do the hiring for vocational administrative position. This validation process involves two steps:

1. Raters from a part of the state different from yours will give a consensus rating on the level of administrative competency they feel is represented in each of five administrative dimensions in the portfolio.
2. A second rating from demonstrated competence levels in each of five administrative dimensions from a combination of paper and pencil measures, In-Basket exercises, and simulated work experiences will be done by a team of three qualified personnel at a May 31st - June 2nd workshop.

In both steps of the validation process, care will be taken to protect your identity and ratings. When the project receives your completed portfolio in mid April, the staff will cover your name, address, phone number, past supervisors' names, and any other easily identifiable information with white tape. A copy will be made of the portfolio and a code given it. The original portfolio will be returned to you so you can remove the covering tape and use the portfolio. A code key which identifies your authorship will be kept under separate file by the project staff. Accompanying the portfolio Guide will be a demographic information sheet asking variables of age, teaching service area, educational degrees, vocational certification, years of paid, unpaid, and volunteer work experience. This sheet is for project use only and will not be part of the portfolio. Workshop rating forms will be identified by code. Also, the code key will be kept under separate cover and will be accessible only to a project staff member.

At the end of the workshop, you will have the opportunity to receive feedback on your ratings from the workshop activities and your portfolio evaluation on an individual basis. You may choose not to participate in the feedback interview. Your ratings will be used by the project only in obtaining analysis which will be reported as criterion validity of administrative dimensions. Data will be reported only as group data: no individuals information will be used in the report. You may request a copy of the final report after August 15, 1978, from Dr. Margery Neely, Holton Hall, KSU, Manhattan, KS., 66506.

If you have any questions, now or in the future, please ask them by writing Marcy Schuley or Marilyn Legg at the same address or telephoning (913) 532-6290.

I have read the above statements and have been fully advised of the procedures to be used in this project. I understand the potential risks involved and I hereby assume them voluntarily.

Date

Signature

DEMOGRAPHIC INFORMATION SHEET

We would appreciate having the following information about you so we can make a statistical check if any of these factors are related to ratings. Only a group description of the below information will ever be reported. Please help us by taking a minute or two to respond to the following questions and returning the completed sheet with your completed portfolio.

My age is _____

The service area I'm teaching in is _____.

My highest completed educational degree is _____.

I hold the following vocational certification(s) _____

_____.

I have (please estimate as best you are able)

_____ years of paid work experience (full-time).

_____ years of paid work experience (part-time).

_____ years of unpaid work experience.

_____ years of homemaking activities (while not engaged in paid work experience).

_____ years of volunteer work in the community.

INSTRUCTIONS TO PORTFOLIO EVALUATORSGeneral Introductory comments.

What we have for you today is primarily work. You will be doing a lot more for us that we will be giving to you but perhaps we will all pick up a few new ideas.

Our o

Our object is to gather information on the usefulness of certain kinds of credentials for judging administrative qualifications.

The first part of the day will be somewhat restricted because we are asking you to work alone and not discuss the cases until we have reached the second stage.

Instructions for Forms A and B.

You are being asked to rate the administrative qualifications of the persons whose portfolios you have before you. We realize that you would ordinarily, in applicants' credentials, have the conventional vitae. But we have not included conventional credentials because we want you to do your best to rate the qualifications you find without being influenced by conventional materials.

You have before you Forms A and B for each of the portfolios that you will rate. On Form A, the upper half gives you a place to rate Overall Effectiveness as an Administrator. You should make this rating on the basis of your looking through the entire portfolio with any approach you wish to take to that portfolio. This first rating is to be based on a fairly open-ended description of "entry-level" positions.

The second rating you will find on the bottom half of the page. There, we ask you to identify two specific job descriptions that you are familiar with: write those two job titles in the blanks provided, then make a rating of that same portfolio on the basis of those two particular job titles. Assume, or pretend, that the person has the technical qualifications for the jobs, that is, the right certificates or diplomas or "tickets".

These are not meant to be model portfolios nor necessarily ideal portfolios; they are of real people. You may recognize some of the persons in spite of the fact that we have attempted to eliminate their names and the names of other persons whose letters etc, appear in the portfolio. We know that you will keep this information confidential.

Directions for Form C.

Forms A and B will be collected before we move on to Form C. Now, please use Form C to re-rate each portfolio on the five competencies described on each page of Form C, that is, Planning and Goal Setting, Organizational Management, _____, _____, and _____. Please do your rating across portfolios, that is, rate Planning and Goal Setting first on each of the portfolios you have. Then, rate Organizational Management on each portfolio, etc., through each of the five competencies.

Directions for Form D.

On Form D, rate the portfolio procedure as a whole, considering all the portfolios you have seen today.

Rating Form for Influence of Documentation/Writing

Portfolio No. _____

Please circle the number that represents the degree of your agreement with the statements below.

	High Positive	Positive	No influence	Negative	High negative	Comments
	1	2	3	4	5	
1. How did the documentation section influence your rating?						
2. How did the individual's writing ability influence your ratings?						

What more would you have wanted to have been included in the portfolio?

Evaluation Form for Documentation Items

Which documentation items are most helpful in assessing competencies? Based on your evaluation experiences today, please circle the number representing the value you attribute to each documentation item listed below.

LETTER

	<u>High</u>			<u>Low</u>	
Letter of verification that experience took place (from supervisor, client or co-worker)	1	2	3	4	5
Letter of evaluation of performance (from supervisor, client, or co-worker)	1	2	3	4	5
Letter of commendation	1	2	3	4	5

ACTIVITY DESCRIPTION

Job description.	1	2	3	4	5
Newspaper reports, workshop brochures.	1	2	3	4	5
Program presentations.	1	2	3	4	5
Individual's experience description.	1	2	3	4	5
Educational transcripts.	1	2	3	4	5

PERSONAL/PROFESSIONAL RECOGNITION

Honors/Awards.	1	2	3	4	5
Certificates	1	2	3	4	5
Membership in Professional organization.	1	2	3	4	5
Membership in Community/Civic Organization	1	2	3	4	5

WORK PRODUCTS OR RECORD

Products or work samples as course syllabi, proposals, evaluation forms, reports, etc.	1	2	3	4	5
--	---	---	---	---	---

Please circle the number that represents the value you place on the PORTFOLIO PROCEDURE as a means to identify administrative competencies in addition to usual resume-interview.

	<u>High</u>				<u>Low</u>
Effectiveness of portfolio procedure as a means to further identify administrative competencies.	1	2	3	4	5

Please comment on reason for your rating.

B 3-9

**Clearance Letter from Human Subjects
Committee
March 24, 1978**

Graduate School
Fairchild Hall
Manhattan, Kansas 66506
Phone: 913 532-6191

**TO: Professor Margery Neely
Administration and Foundations
Dickens Hall
CAMPUS**

FROM: John P. Murry, Chairperson *John P. Murry*
Committee on Research Involving Human Subjects

**RE: Committee Review of Your Proposal Titled, "(Stipulation for):
A Program to Overcome Sex Bias Barriers in Women's
Qualifications for Vocational Administration Posts"**

The Committee on Research Involving Human Subjects has reviewed and approved the proposal identified above.

This approval applies for this project only and only under the conditions and procedures described in the application. Any change in the protocol or conditions described in the proposal will require separate approval. This approval will be followed by surveillance procedures which will require periodic review of the project by consultation with the Responsible Individual and the examination of the appropriate records of the activity. Individual identification of human subjects in any publication is an "invasion of privacy" and requires a separate executed "informed consent."

Prior to initiation of activities involving human subjects, (unless specifically exempted) properly executed informed consent must be obtained from each subject or his/her authorized representative and such forms must be retained on file by the Responsible Individual for a minimum of three years after termination of the project.

Any unanticipated problems involving risk to human subjects or others should be reported immediately to the Director of the Student Health Center.

jk



MANAGERIAL PHILOSOPHIES SCALE

A survey of the manager's assumptions and working theories about the nature of those whose activities he or she coordinates.

by

Jacob Jacoby, Ph.D.

James R. Terborg, Ph.D.

ANOTHER LEARNING INSTRUMENT from

TELEOMETRICS INT'L.

P.O. DRAWER 1850
CONROE, TEXAS 77301

Leadership Opinion Questionnaire

by Edwin A. Fleishman

Name _____ Date _____
 (Last) (First) (Middle)
 Position _____
 Organization _____

Raw Score	Percentile	Other
C		
S		
Description of Norm Group		

INSTRUCTIONS:

For each item, choose the alternative which most nearly expresses your opinion on how frequently you *should* do what is described by that item. Always indicate what you, as a supervisor, or manager, sincerely believe to be the desirable way to act. Please remember—there are no right or wrong answers to these questions. Different supervisors have different experiences and we are interested only in your opinions.

Answer the items by marking an "X" in the box before the alternative that best expresses your feeling about the item. *Mark only one* alternative for each item. If you wish to change your answer, draw a circle around your first "X" and mark a new "X" in the appropriate box.



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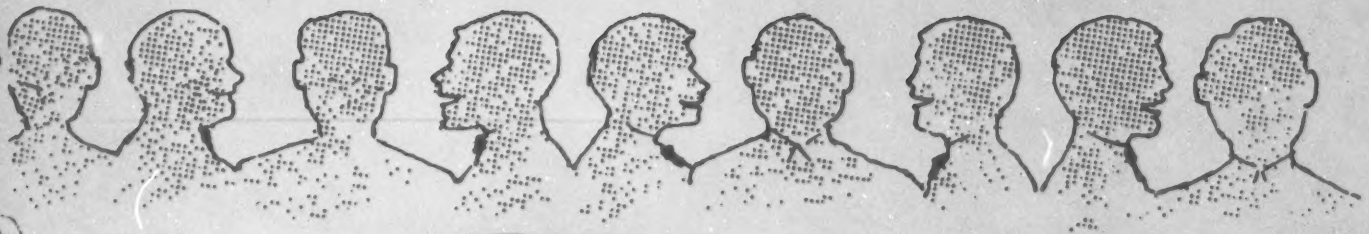
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NAME

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COMMUNICATION KNOWLEDGE



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organizational tests, Inc.

COMMUNICATION KNOWLEDGE INVENTORY

INTERPRETATION GUIDE

TO BE USED AFTER THE INVENTORY IS COMPLETED AND SELF-SCORED

174

NON-TRADITIONAL ASSESSMENT IN EDUCATIONAL ADMINISTRATION

Program of Activities

(all rooms are in the basement of Marlatt Hall except for food service at Kramer Food Center)

May 31, 1978

1:00 pm to 1:45 pm	Welcome and Orientation	Terrace Lobby
1:45 pm to 4:45 pm	Paper & Pencil Measures (Coffee available in Lounge Area)	Conference Room (B20)
5:30 pm	Buffet Dinner	Kramer Food Center
8:00 pm	Social Get-to-gether	Leggs' House 2842 Oregon Lane

June 1, 1978

6:45 am to 7:45 am	Breakfast	Kramer Food Center
9:00 am to 10:30 am	Group A's Midwest AVTS In-Basket Group B's Midwest AVTS In-Basket	Conference Room (B20) Music Room (B19)
10:30 am to 10:45 am	Coffee	Lounge Area
10:45 am to 11:45 am	Issues Relating to Women in Management and Administration - Margery Neely	Conference Room (B20)
11:30 am to 12:15 pm	Lunch	Kramer Food Center
1:30 pm to 3:30 pm	Group A's Midwest AVTS Assistant Director Interview Group B's Midwest AVTS/Assistant Director Interview	Conference Room (B20) Music Room (B19)
3:30 pm to 4:00 pm	Coffee	Lounge Area
4:00 pm to 5:00 pm	Group A's Participative Decision Making Group B's Participative Decision Making	Conference Room (B20) Music Room (B19)
5:00 pm to 5:45 pm	Dinner	Kramer Food Center

June 2, 1978

6:45 am to 7:45 am	Breakfast	Kramer Food Center
8:15 am to 9:15 am	Informal reaction to portfolio building	Music Room (B19)

Note: In the following schedules each person is listed two times.

9:00 am to 9:40 am	Author A-1 receives assessment feedback.	Green Study Room (B26)
	Author B-1 receives assessment feedback	Shewell Study Room (B26)
9:45 am to 10:25 am	Author A-2 receives assessment feedback	Green Study Room (B24)
	Author B-2 receives assessment feedback	Shewell Study Room (B24)
10:30 am to 11:10 am	Author A-3 receives assessment feedback	Green Study Room (B26)
	Author B-3 receives assessment feedback	Shewell Study Room (B24)
11:15 am to 11:55 am	Author A-4 receives assessment feedback	Green Study Room (B26)

Coffee available in Lounge Area.

9:45 am to 10:10 am	Author A-3 - Portfolio feedback	Terrace Room-South end
	Author B-3 - Portfolio feedback	Terrace Room-North end
10:15 am to 10:40 am	Author A-1 - Portfolio feedback	Terrace Room-South end
	Author B-1 - Portfolio feedback	Terrace Room-North end
10:45 am to 11:00 am	Author A-2 - Portfolio feedback	Terrace Room-South end
	Author B-2 - Portfolio feedback	Terrace Room-North end
11:30 am to 12:15 pm	Lunch	Kramer Food Center

Note: Dr. Robert Scott will answer certification questions from 9:30 to 10:00 am on June 2 in the Music Room (B19).

**ASSESSMENT TEAM SCHEDULE
FOR TEAM A AND TEAM B**

(all rooms are in the basement of Marlatt Hall except for food service at Kramer Food Center)

May 31, 1978

9:00 am to 11:00 am	Training Session	Team A & B	Conf. Room (B20)
11:30 am to 12:15 pm	Lunch	Team A & B	Kramer Food Cntr.
1:00 pm to 1:45 pm	Being introduced at Welcome Session	Team A & B	Terrace Lobby
Coffee available in Lounge Area			
2:30 pm to 4:40 pm	Training Session	Team A & B	Music Room (B19)
5:30 pm	Buffet Dinner	Team A & B	Kramer Food Cntr.
8:00 pm	Social Get-to-gether	Team A & B	Leggs' House 2842 Oregon Lane

June 1, 1978

6:45 am to 7:45 am	Breakfast	Team A & B	Kramer Food Cntr.
9:00 am to 10:30 am	Observe Midwest AVTS In-Basket	Team A Team B	Conf. Room (B20) Music Room (B19)
10:30 am to 12:00 am	Training Session	Team A & B	Music Room (B19)
11:30 am to 12:15 pm	Lunch	Team A & B	Kramer Food Cntr.
1:30 pm to 3:30 pm	Midwest AVTS/Assistant Director Interview	Team A Team B	Conf. Room (B20) Music Room (B19)
3:30 pm to 4:00 pm	Coffee	Team A & B	Lounge Area
4:00 pm to 5:00 pm	Leaderless Troup- Participative Decision Making	Team A Team B	Conf. Room (B20) Music Room (B19)
5:30 pm 8:30 pm	Dinner, Training Session	Team A & B	Kramer Food Cntr. (special section)

June 2, 1978

6:45 am to 7:45 am	Breakfast	Team A & B	Kramer Food Cntr.
9:00 am to 9:40 am	Feedback to Author A-1	Team A	Green Study Rm. (B26)
	Feedback to Author B-1	Team B	Shewell Study Rm. (B24)
9:45 am to 10:25 am	Feedback to Author A-2	Team A	Green Study Rm. (B26)
	Feedback to Author B-2	Team B	Shewell Study Rm. (B24)
10:30 am to 11:10 am	Feedback to Author A-3	Team A	Green Study Rm. (B26)
	Feedback to Author B-3	Team B	Shewell Study Rm. (B24)
11:15 am to 11:55 am	Feedback to Author A-4	Team A	Green Study Rm. (B26)
11:30 am to 12:15 pm	Lunch	Team A & B	Kramer Food Center

Note: Dr. Van Meter's temporary office will be in the Hardin Study Room (B23).

Reaction Letter of Participant
Central Kansas Area Vocational Technical School

NEWTON CENTER

Unified School District No. 373

900 WEST TWELFTH STREET

316-283-8750

NEWTON, KANSAS

June 2, 1978

Ms. Marcy Schuley
1207 Claflin Road
Manhattan, KS 66506

Dear Marcy

Two reflections on the workshop. First, it was a thoroughly worthwhile experience. Besides learning a great deal about myself, I gathered valuable information that I can pass on to my teaching friends and to my students. You can feel very proud of the results of your year's work. I only hope you will not be disappointed if few of us do go into administration; that should not be the final test of the project's worth, although I can see how some might consider that.

Second, the assessment team members were excellent in their feedback interviews with us. Thursday evening I felt some resentment among the participants about our roles as "guinea pigs" and quite a bit of apprehension about the handling of the feedback. I'm sure we all came away with a positive feeling about ourselves and with new knowledge or former knowledge reinforced about what we are very capable of doing and what may need improvement. Please pass on to the assessment team my appreciation for their handling of the interviews.

May your portfolio take you wherever you wish to go!

Sincerely



Jo Brookshier
OE Coordinator

Letter of Hiring Notice from Participant
Central Kansas Area Vocational Technical School

NEWTON CENTER

Unified School District No. 373

900 WEST TWELFTH STREET

316-283-6750

NEWTON, KANSAS

July 6, 1978

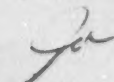
Ms. Marcy Schuley
Vocational Research Project
Holton Hall
Kansas State University
Manhattan, KS 66506'

Dear Marcy

I'm enclosing the two forms for the Drive-In Conference on July 27. I'll drive up that morning and back to Emporia that evening so won't need a room. The only thing that might prevent my coming would be a class at ESU, but I'm sure the teacher will excuse me for that one session.

Just signed a contract this morning as Vocational Coordinator and Administrative Assistant! I think ~~you~~ told you that my boss was resigning--that job has been combined with what will be an assistant principalship when I get the necessary administrative hours to legally handle suspension, etc. Yes, it's exciting--and surprising--to be in administration so soon, but I haven't gotten used to thinking of me without "my" students.

Sincerely


Jo Brookshier
Vocational Coordinator

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APPENDIX C

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Appendix C

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PHASE III: SEX-FAIR WORKSHOP OPTION

We welcome you to participate in this Non-Traditional Assessment Applications Workshop. The topics to be covered will include background on procedures for equating unpaid, volunteer experiences with traditional paid work experiences.

The Vocational Education Research Project has worked with Kansas women vocational teachers, and students who are potential vocational teachers, in using two of the procedures, portfolio building and assessment center techniques. The objective in this research was to equate experiences to competencies needed in order to obtain an administrative position in the Vocational Education field. In addition, an attempt has been made to validate the portfolio building procedure. Correlating ratings of the portfolios to ratings of simulated work on the same administrative dimensions provided the validity.

A report on the project's efforts, field survey returns from looking at Vocational Education Administration in Kansas, small group work, non-traditional assessment, and the feasibility of increased women's aspirations will be on the workshop's agenda. Additional approaches that men and women can utilize in working cooperatively in the Vocational Education administrative field to increase sex fairness will be explored.

Because of the variety of participatory options available, we have assigned letters to each option. The options include two ways to participate for credit or to come for a one-day drive-in meeting. One hour of undergraduate or graduate credit is available if you choose to pay for the credit hour (see Option A and Option B). This is not a requirement for participation. The course is: 405-686 Topics in Education: Non-Traditional Assessment Applications. Credit hour costs are \$18 for undergraduate and \$27 for graduate credit.

An explanation of the time requirements and financial responsibilities associated with each option is given below. The table illustrates the workshop format.

	A.M. 9:00 to 12:00	P.M. 1:00 to 5:00
Tuesday, July 25		A, B
Wednesday, July 26		A, B
Thursday, July 27	B, C	A, B, C ends at 4 instead of 5
Friday, July 28	A, B	

Option A: Available for undergraduate or graduate credit. Cost of credit and responsibility for room, board, and travel will be assumed by participants. An outside written requirement will be required, for participants receiving credit. Class meeting will be from 1-5 p.m. on July 25, 26, and 27, and 9-12 a.m. on July 28.

Option B: Available for undergraduate or graduate credit. Option is limited to former participants in earlier phases of the project - the II (A) Portfolio Building/Assessment or II (B) Portfolio Evaluation phase. Cost of credit is to be assumed by the individual. Room and board in University housing will be provided from 1 p.m. July 26th through 12 p.m. July 28th. Travel cost will be reimbursed. Participants will be asked to share their experiences with earlier project phases through group discussions, etc. No additional requirements will be made to receive credit.

Option C: Individuals interested in receiving dissemination feed-back on project efforts during the year are welcomed to drive-in and participate for the day. All travel expenses will be assumed by the individuals.

NO COST

C 4-2

NO COST

THURSDAY, JULY 27

DRIVE-IN CONFERENCE

ON

SEX EQUITY

WILLIAMS AUDITORIUM

UMBERGER HALL

KANSAS STATE UNIVERSITY

MANHATTAN, KANSAS

FOR: ADMINISTRATORS, TEACHERS, COUNSELORS, POLICY BOARD HEADS,
COLLEGE STUDENTS

CO-SPONSORS: KANSAS STATE DEPARTMENT OF EDUCATION, KANSAS STATE
UNIVERSITY COLLEGE OF EDUCATION: DEPARTMENT OF ADULT AND OCCU-
PATIONAL EDUCATION AND DEPARTMENT OF ADMINISTRATIONS AND FOUN-
DATIONS OF EDUCATION VOCATIONAL EDUCATION RESEARCH PROJECT

HANDOUTS: -GUIDE: PORTFOLIO OF ANALOGOUS COMPETENCY ASSESSMENT FOR
ADMINISTRATIVE JOBS IN VOCATIONAL EDUCATION BY NEELY, WILSON,
SCHULEY, AND LEGG, KSU1978
-SUMMARY: NONTRADITIONAL ASSESSMENT PROCEDURES BY NEELY
AND SCHULEY, 1978
-"NONSEXIST LANGUAGE" AMERICAN PSYCHOLOGIST, JULY, 1977

<u>PROGRAM:</u>	INTRODUCTION	CAROL OBERLE, M.S. Sex Equity Specialist, Kansas State Department of Education "PRESIDING"
9:30		ROBERT SCOTT, Ph.D. Professor, Adult and Occupational Education "WELCOME AND OVERVIEW"
		MARGERY A. NEELY, Ph.D. Associate Professor, Counselor Education, Administration and Foundations of Educa- tion "DHEW PROJECT AND HANDOUTS"
10:15	KEYNOTE	LYNN McMAHON, MS Co-Director, Women in Transition, Philadelphia, Pa.; Co-Editor, <u>Exploring Contempo- rary Male/Female Roles</u> "SEX ROLE STEREOTYPING IN VOCATIONAL EDUCATION"
11:00	SMALL GROUPS	Discussants (students, faculty, administrators) "PRACTICAL PROBLEMS AND SOLUTIONS"
11:45	LUNCH	
1:00	RE-CONVENE	CAROL OBERLE, MS "PRESIDING"
		LYNN McMAHON, MS "FACILITATING"
1:15	MOVIE	"WE ARE WOMEN"
		Discussants (students, faculty, administrators)
2:00	SMALL GROUPS	"OVERCOMING DISCRIMINATORY PRACTICES IN HIRING" (nontraditional assessment, nonsexist language, and interview demonstrations)
2:45	SMALL GROUP REPORTS	"PRACTICAL SOLUTIONS AND PLANS AT LOCAL LEVEL"
3:40	WRAP-UP	LYNN McMAHON, MS "SUMMARY"
		CAROL OBERLE, MS "CONTINUING WORK IN SEX EQUITY"
4:00	CLOSE	

Applicants for the workshop should complete this form so that we can compile the
handouts. Please submit this to: Dr. Robert Scott, Department of Adult and Occu-
pational Education, Holton Hall, Kansas State University, Manhattan, KS 66506.

Name _____ Current Position _____

Address _____

Home phone () _____ Work phone () _____

SYLLABUS

405-686 Topics in Education: Nontraditional Assessment Applications
Lines 1340 and 1341

INSTRUCTORS: Dr. Robert Scott, Department of Adult and Occupational Educational
Dr. Margery Neely, Department of Administration and Foundations
of Education

ONE CREDIT HOUR UG/G (\$24)

The objective of this course is to examine sex fair solutions relevant to problems women experience in vocational education administration. The course will demonstrate nontraditional assessment procedures, including a portfolio for analogous competency assessment of administrative skills that have been developed in unpaid/volunteer work experience. Also to be covered are options for self-enhancement, such as assertive training (and demonstration), an overview of the "real" world of work and how to incorporate reality into one's career plans, and aspirations and exploration of contemporary male/female roles.

BOOKS: Carney, C.G., and McMahon, L. Exploring Contemporary Male/Female Roles: A Facilitator's Guide. La Jolla, Ca: University Associates, 1977.

Neely, M.S., Wilson, A.F., Schuley, M., Legg, M. Guide Analogous Competency Assessment. Manhattan, Ks: Kansas State University, 1978.

Simulation Packet: assessment materials. K-State Union Bookstore.

ENROLL: First day of class

DATES AND TIMES

Tuesday, July 25	1:00 - 5:00 (sexfair assessment, laws, certification)
Wednesday, July 26	1:00 - 5:00 (supervisor-employee assertiveness)
Thursday, July 27	1:00 - 4:00 (nonsexist language, small group leaders) and either 9-12am or an outside paper
Friday, July 28	9:00 - 12:00 am (androgeny & developmental theories in male/female career guidance)

PLACE: Williams Auditorium, Umberger Hall
north side of campus

ALL STUDENTS MUST BE ADMITTED TO KANSAS STATE UNIVERSITY PRIOR TO ENROLLMENT.
(See attached page for admission procedures.)

Memorandum to Project Participants

MEMORANDUM

TO: Project Participants

FROM: Margery A. Neely

RE: Non-traditional Assessment Applications Workshop and Drive-In
Conference on Sex Equity

The staff of the Vocational Education Research Project extends their appreciation for your participation in the earlier phases of our project. The July workshop, described on the enclosed flyers, will conclude our year's work. In appreciation for your time commitment this year, we'd like to extend you dormitory accommodations of room and board and travel expenses if you are interested in either the four day credit option or the Drive-In Conference.

The agenda of these options is outlined on the flyers. Enrollment and fee payment for the credit option will take place on the first day of class.

On the blank below, check the option for the dorm reservations you will need and return to: Marcy Schuley, Vocational Research Project, Holton Hall, Kansas State University, Manhattan, KS 66506 by July 10, 1978. The Drive-In Conference return form may be included in the same envelope.

I am interested in attending:

_____ Credit Option: July 25, 26, 27, 28. Make reservations for July, 25, 26, 27.

_____ Drive-In Conference: July 27. Make reservations for July 26.

Name _____

Address _____

Home Phone () _____

Work Phone () _____

Thursday, July 27

PROGRAM
for
DRIVE-IN CONFERENCE
on
SEX EQUITY

Williams Auditorium
Umberger Hall
Kansas State University
Manhattan, Kansas

FOR: Administrators, Teachers, Counselors, Policy Board Heads, College Students

CO-SPONSORS: Kansas State Department of Education, Kansas State University College of Education: Department of Adult and Occupational Education and Department of Administrations and Foundations of Education Vocational Education Research Project

Manual and Guide: Analogous Competency Assessment by Neely, Wilson, Schuley and Legg, KSU, 1978

-Summary: Nontraditional Assessment Procedures by Neely and Schuley, 1978

-"Nonsexist Language" American Psychologist, July, 1977

PROGRAM:

9:30	Introduction	CAROL OBERLE, M.S. Sex Equity Specialist, Kansas State Department of Education "PRESIDING"
		ROBERT SCOTT, Ph.D. Professor, Adult and Occupational Education "WELCOME AND OVERVIEW"
		MARGERY A. NEELY, Ph.D. Associate Professor, Counselor Education, Administration and Foundations of Educa- tion "DHEW PROJECT AND HANDOUTS"
10:15	Keynote	LYNN McMAHON, M.S. Co-Director, Women in Transition, Philadelphia, PA.; Co-Editor, <u>Exploring Contemporary Male/Female Roles</u>
11:00	Small Groups	Discussants (students, faculty, administrators) "PRACTICAL PROBLEMS AND SOLUTIONS"
11:45	LUNCH	
1:00	Re-Convene	CAROL OBERLE, M.S. "PRESIDING"
1:15	Movie and Videotape	"WE ARE WOMEN" and "Men: Choices and Changes" Discussants (students, faculty, administrators)
2:30	Small Groups	"OVERCOMING DISCRIMINATORY PRACTICES IN HIRING" (nontraditional assessment) men's caucus, moving up the career ladder)
3:40	Wrap-Up	LYNN McMAHON, M.S. "SUMMARY" CAROL OBERLE, M.S. "CONTINUING WORK IN SEX EQUITY"
4:00	Close	

DISCUSSION QUESTIONS FOR
"VOCATIONAL EDUCATION AND SEX-ROLE STEREOTYPING"

1. What inroads can vocational education institutions make into the reduction of occupational segregation?
2. What steps would be most helpful in your own school? Which are most feasible?
3. Discuss the attitudes of your own colleagues which may inhibit or support the kinds of efforts mentioned in question 2 above.
4. Consider the impact of occupational segregation on male vocational students.
5. What are some of the interaction effects of sex-role stereotyping with stereotyping by race, by ethnic background, and by socioeconomic class?
6. What part does being physically disabled play in occupational stereotyping?

Project BORN FREE
University of Minnesota

Discussion Questions on Videotape

"Men: Choices and Changes"

1. Give some examples of messages which males receive regarding acceptable and unacceptable kinds of behaviors, attitudes, and values for them to have.
2. What are the advantages and disadvantages of the traditional family model with the man alone as breadwinner?
3. What are some advantages and disadvantages of being a man in this culture?
4. What are some of the advantages and disadvantages for men who pursue atypical kinds of work?
5. What are some of the implications of two-career families?
6. Discuss some of the reasons for and implications of men's not openly expressing their feeling and emotions.
7. What are the sex differences which we want to cherish and keep intact?

Interview Language

The following table has been added for your convenience and summarizes appropriate and inappropriate questions for potential employees. It is intended to help formulate questions which will elicit the legal information needed to make employment decisions.*

SUBJECT	SHOULD NOT ASK	MAY ASK
ARRESTS	About arrests because the person is not judged guilty by an arrest.	Nothing
CONVICTIONS	About convictions unless the information bears on job performance. Note: Do not make indefensible assumptions about future behavior based on conviction.	About convictions, if all candidates are asked, and if the information has bearing on job performance of the specific position.
CREDIT RATINGS OR CARNISHMENTS	About credit ratings since it usually has little or no relation to job performance. Note: It is a Civil Rights violation to refuse to hire a minority, if the refusal is based even in part on the person's poor credit rating.	Nothing, unless job related.
CITIZENSHIP	Whether a U.S. citizen.	Whether a visa or immigration status prevents person from lawful employment.
EDUCATION	About education that is not related to job performance. (Requirements should not be higher than needed for job; that discriminates against poor and/or minorities with less opportunity for education.)	Training and experience related to job requirements.
FAMILY	About family planning, family size, children's ages, child care plans, spouse's employment or salary.	Freedom to travel if job requires, meeting work schedule requirements. <u>All</u> applicants for a position must be asked the same questions.
HANDICAPS	General questions that bring out information that is not job related.	Whether person has sensory, mental, or physical handicaps that relate to ability to perform job.

*Guidelines for Contemporary Employment Interviewing,
University of Wisconsin-Stout, Office of Affirmative Action, 1976.

HEIGHT AND WEIGHT	Unless related to job requirements. The Civil Rights Act indicates that unless employer proves otherwise, height requirements are discriminatory because higher percentage of women and ethnic groups are excluded.	About ability to perform the job requirements.
MARITAL STATUS	Whether person is married, single, separated, divorced, engaged.	Nothing
NAME	Whether person has worked under a different name. Questions which divulge marital status, ancestry.	Current legal name.
NATIONAL ORIGIN	About ancestry, birthplace of applicant, parents, or spouse.	Ability to speak, read, or write English or a foreign language if the job requires.
ORGANIZATIONS	About all organizations the person belongs to; organizations which indicate race, color, creed, sex, marital status, religion, or national origin.	About professional organizations.
PREGNANCY	About medical history concerning pregnancy and related health matters.	Anticipated duration on the job. Anticipated absences from the job (same question must be asked of males and females).
RELIGION	About religion.	Anticipated absences from the job.

Guidelines for Nonsexist Language in APA Journals

The *Publication Manual* of the American Psychological Association (1974, p. 28) suggests that journal authors "be aware of the current move to avoid generic use of male nouns and pronouns when content refers to both sexes . . . [and] avoid overuse of the pronoun *he* when *she* or *they* is equally appropriate." The first change sheet to the *Publication Manual* (1975, p. 2) says: "For some specific suggestions on how to avoid such language, see 'Guidelines for Nonsexist Use of Language,' which was prepared by the APA Task Force on Issues of Sexual Bias in Graduate Education and published in the June 1975 *American Psychologist* (pp. 682-684)." Those guidelines, while helpful, are not specific to journal articles.

This second change sheet states the policy on sexist language in APA journals, offers some general principles for journal authors to consider, and suggests some ways to avoid sexist language.

To obtain single copies of this change sheet, send a stamped, self-addressed envelope to Publication Manual, Change Sheet 2, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036.

Policy Statement

APA as a publisher accepts journal authors' word choices unless those choices are inaccurate, unclear, or ungrammatical. However, because APA as an organization is committed to both science and the fair treatment of individuals and groups, authors of journal articles are expected to avoid writing in a manner that reinforces questionable attitudes and assumptions about people and sex roles.

Language that reinforces sexism can spring from subtle errors in research design, inaccurate interpretation, or imprecise word choices. Faulty logic in design, for example, may lead an investigator to report sex differences when the stimulus materials and measures used give one sex an unwarranted advantage over the other. Or, in interpretation, an investigator may make unwarranted generalizations about all people from data about one sex. Imprecise word choices, which occur frequently in journal writing, may be interpreted as biased, discriminatory, or demeaning even if they are not intended to be.

Advice on research design and interpretation is beyond the scope of the *APA Publication Manual*. However, in the spirit of the guidelines on writing style in Chapter 2, the following guidelines on non-sexist language are intended to help authors recognize and change instances where word choices may be inaccurate, misleading, or discriminatory.

Guidelines

Sexism in journal writing may be classified into two categories that are conceptually different: problems of *designation* and problems of *evaluation*.

Problems of designation

An author must use care in choosing words to ensure accuracy, clarity, and freedom from bias. In the case of sexism, long-established cultural practice can exert a powerful insidious influence over even the most conscientious author. Nouns, pronouns, and adjectives that designate persons can be chosen to eliminate, or at least to minimize, the possibility of ambiguity in sex identity or sex role. In the following examples, problems of designation are divided into two subcategories: *ambiguity of referent*, where it is unclear whether the author means one or both sexes, and *stereotyping*, where the writing conveys unsupported or biased connotations about sex roles and identity.

Problems of evaluation

By definition, scientific writing should be free of implied or irrelevant evaluation of the sexes. Difficulties may derive from the habitual use of clichés, or familiar expressions, such as "man and wife." The use of *man and wife* together implies differences in the freedom and activities of each, and evaluation of roles can occur. Thus, *husband and wife* are parallel, *man and wife* are not. In the examples that follow, problems of evaluation, like problems of designation, are divided into *ambiguity of referent* and *stereotyping*.

I. Problems of Designation

Examples of common usage	Consider meaning. An alternative may be better.	Comment
A. Ambiguity of Referent		
1. The <i>client</i> is usually the best judge of the value of <i>his</i> counseling.	The <i>client</i> is usually the best judge of the value of counseling.	<i>His</i> deleted.
	<i>Clients</i> are usually the best judges of the value of the counseling they receive.	Changed to plural.
	The best judge of the value of counseling is usually <i>the client</i> .	Rephrased.
2. <i>Man's</i> search for knowledge has led <i>him</i> into ways of learning that bear examination.	<i>The</i> search for knowledge has led <i>us</i> into ways of learning that bear examination.	Rephrased, using first person.
	<i>People</i> have continually sought knowledge. The search has led them, etc. . . .	Rewritten in two sentences.
3. man, mankind	people, humanity, human beings, humankind, human species	In this group of examples, a variety of terms may be substituted.
man's achievements	human achievements, achievements of the human species	
the average man	the average person, people in general	
man a project	staff a project, hire personnel, employ staff	
manpower	work force, personnel, workers	
Department of Manpower	(No alternative.)	Official titles should not be changed.
4. The use of experiments in psychology presupposes the mechanistic nature of <i>man</i> .	The use of experiments in psychology presupposes the mechanistic nature of the <i>human</i> being.	Noun substituted.

Examples of common usage	Consider meaning. An alternative may be better.	Comment
5. This interference phenomenon, called learned helplessness, has been demonstrated in rats, cats, fish, dogs, monkeys, and <i>men</i> .	This interference phenomenon, called learned helplessness, has been demonstrated in rats, cats, fish, dogs, monkeys, and <i>humans</i> .	Noun substituted.
6. Issues raised were whether the lack of cardiac responsiveness in the premature <i>infant</i> is secondary to his heightened level of autonomic arousal . . .	. . . responsivity in the premature <i>infant</i> is secondary to the heightened level responsivity in premature <i>infants</i> is secondary to <i>their</i> heightened levels . . .	<i>His</i> changed to <i>the</i> . Rewritten in plural.
7. First the <i>individual</i> becomes aroused by violations of <i>his</i> personal space, and then <i>he</i> attributes the cause of this arousal to other people in <i>his</i> environment.	First <i>we</i> become aroused by violations of <i>our</i> personal space, and then <i>we</i> attribute the cause of this arousal to other people in <i>the</i> environment.	Pronouns substituted, <i>he</i> and <i>his</i> omitted.
8. Much has been written about the effect that a <i>child's</i> position among <i>his</i> siblings has on <i>his</i> intellectual development.	Much has been written about the relationship between sibling position and intellectual development in <i>children</i> .	Rewritten, plural introduced.
9. Subjects were 16 girls and 16 boys. Each <i>child</i> was to place a car on <i>his</i> board so that two cars and boards looked alike.	Each child was to place a car on <i>his or her</i> board so that two cars and boards looked alike.	Changed <i>his</i> to <i>his or her</i> ; however, use sparingly to avoid monotonous repetition. <i>Her or his</i> may also be used, but it sounds awkward. In either case, keep pronoun order consistent to avoid ambiguity.
10. Each person's alertness was measured by the difference between <i>his</i> obtained relaxation score and <i>his</i> obtained arousal score.	Each person's alertness was measured by the difference between <i>the</i> obtained relaxation and arousal scores.	<i>His</i> deleted, plural introduced.

Examples of common usage	Consider meaning. An alternative may be better.	Comment
11. The client's husband <i>lets</i> her teach part-time.	The client's husband " <i>lets</i> " her teach part-time. The husband says he " <i>lets</i> " the client teach part-time. The client <i>says</i> her husband " <i>lets</i> " her teach part-time.	Punctuation added to clarify location of the bias, that is, with husband and wife, not with author. If necessary, rewrite to clarify as allegation. See Example 24 below.

B. Stereotyping

12. males, females	men, women, boys, girls, adults, children, adolescents	Specific nouns reduce possibility of stereotypic bias and often clarify discussion. Use <i>male</i> and <i>female</i> as adjectives where appropriate and relevant (female experimenter, male subject). Avoid unparallel usages such as 10 <i>men</i> and 16 <i>females</i> .
13. Research scientists often neglect their <i>wives</i> and <i>children</i> .	Research scientists often neglect their <i>families</i> .	Alternative wording acknowledges that women as well as men are research scientists.
14. When a <i>test developer</i> or <i>test user</i> fails to satisfy these requirements, <i>he</i> should . . .	When <i>test developers</i> or <i>test users</i> fail to satisfy these requirements, <i>they</i> should . . .	Same as Example 13.
15. the psychologist . . . <i>he</i> the therapist . . . <i>he</i> the nurse . . . <i>she</i> the teacher . . . <i>she</i>	psychologists . . . <i>they</i> ; the psychologist . . . <i>she</i> therapists . . . <i>they</i> ; the therapist . . . <i>she</i> nurses . . . <i>they</i> ; nurse . . . <i>he</i> teachers . . . <i>they</i> ; teacher . . . <i>he</i>	Be specific or change to plural if discussing women as well as men.
16. woman doctor, lady lawyer, male nurse	doctor, physician, lawyer, nurse	Specify sex if it is a variable or if sex designation is necessary to the discussion ("13 female doctors and 22 male doctors").

Examples of common usage	Consider meaning. An alternative may be better.	Comment
17. mothering	parenting, nurturing (or specify exact behavior)	Noun substituted.
18. chairman (of an academic department)	Use <i>chairperson</i> or <i>chair</i> if it is known that the institution has established either form as an official title. Otherwise use <i>chairman</i> .	<i>Department head</i> may be appropriate, but the term is not synonymous with <i>chairman</i> and <i>chairperson</i> at all institutions.
chairman (presiding officer of a committee or meeting)	chairperson, moderator, discussion leader	In parliamentary usage <i>chairman</i> is the official term. Alternatives are acceptable in most writing.
19. Only <i>freshmen</i> were eligible for the project. All the students had matriculated for three years, but the majority were still <i>freshmen</i> .	(No alternative if academic standing is meant.)	<i>First-year student</i> is often an acceptable alternative to <i>freshman</i> , but in these cases, <i>freshmen</i> is used for accuracy.
20. foreman, policeman, stewardess, mailman	supervisor, police officer, flight attendant, postal worker or letter carrier	Noun substituted.

II. Problems of Evaluation

A. Ambiguity of Referent

- | | | |
|---|---|--|
| 21. The authors acknowledge the assistance of Mrs. John Smith. | The authors acknowledge the assistance of Jane Smith. | Use given names in author acknowledgments. When forms of address are used in text, use the appropriate form: Mr., Mrs., Miss, or Ms. |
| 22. men and women, sons and daughters, boys and girls, husbands and wives | women and men, daughters and sons, girls and boys, wives and husbands | Vary the order if content does not require traditional order. |

B. Stereotyping

- | | | |
|-------------------|------------------------------|---|
| 23. men and girls | men and women, women and men | Use parallel terms. Of course, use <i>men and girls</i> if that is literally what is meant. |
|-------------------|------------------------------|---|

Examples of common usage	Consider meaning. An alternative may be better.	Comment
24. The client's husband lets her teach part-time.	The client teaches part-time.	The author of this example intended to communicate the working status of the woman but inadvertently revealed a stereotype about husband-wife relationships; see Example 11 above.
25. ambitious men and aggressive women	ambitious women and men or ambitious people aggressive men and women or aggressive people	Some adjectives, depending on whether the person described is a man or a woman, connote bias. The examples illustrate some common usages that may not always convey exact meaning, especially when paired, as in column 1.
cautious men and timid women	cautious women and men, cautious people timid men and women or timid people	
26. The boys chose typically male toys.	The boys chose (specify)	Being specific reduces possibility of stereotypic bias.
The client's behavior was typically female.	The client's behavior was (specify)	
27. woman driver	driver	If specifying sex is necessary, use <i>female driver</i> .
28. The girls in the office greeted all clients.	secretaries, office assistants	Noun substituted.
29. coed	female student	Noun substituted.
30. women's lib, women's liber	women's movement, feminist, supporter of women's movement	Noun substituted.
31. Subjects were 16 men and 4 women. <i>The women were housewives.</i>	The men were (specify) and the women were (specify).	Describe women and men in parallel terms. <i>Housewife</i> indicates sex, marital status, and occupation, and excludes men. <i>Homemaker</i> indicates occupation, and includes men.

A Final Word

Attempting to introduce nonsexist language at the cost of awkwardness, obscurity, or euphemistic phrasing does not improve scientific communication. An author should make clear that both sexes are under discussion when they are and should indicate sex when only one sex is discussed. Under no circumstances should an author hide sex identity in an attempt to be unbiased, if knowledge of sex may be important to the reader.

Any endeavor to change the language is an awesome task at best. Some aspects of our language that may be considered sexist are firmly embedded in our culture, and we presently have no acceptable substitutes. In English, the use of third-person singular pronouns is one example: the generic use of *he* is misleading, *it* is inaccurate, *one* conveys a different meaning, and *he or she* can become an annoying repetition. Nevertheless, with some rephrasing and careful attention to meaning, even the generic *he* can be avoided most of the time. The result of such efforts is accurate, unbiased communication, the purpose of these guidelines.

Suggested Reading

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This change sheet was prepared by the APA Publication Manual Task Force. Members of the task force are Charles N. Cofer (Chairperson), Robert S. Daniel, Frances Y. Dunham, and Walter I. Heimer. Ellen Kimmel served as liaison from the Committee on Women in Psychology, and Anita DeVivo as APA staff liaison. This material may be reproduced in whole or in part without permission, provided that acknowledgment is made to the American Psychological Association.

LEGAL AREAS OF INQUIRY IN INTERVIEWING AND EMPLOYMENT APPLICATIONS

Area of Inquiry	Legal	Illegal	Legislation
1. Name	a. For access purposes, inquiry into whether the applicant's work records are under another name.	a. To ask if a woman is a Miss, Mrs. or Ms. b. To request applicant to give maiden name, or any other previous name he or she has used.	Title VII as amended by Equal Employment Opportunity Title IX (Higher Education Act)
2. Address/ Housing	a. To request place and length of current and previous addresses. b. To ask for applicant's phone number or how he or she can be reached if a number is not available.	a. To ask applicants if they own their own home, rent or live in an apartment or house.	Title VII
3. Age	a. Require proof of age by birth certificate <u>after hiring</u> .	a. To ask age or age group of applicant. b. To request birth certificate or baptismal record before hiring.	Age Discrimination Act of 1967
4. Birthplace/ National Origin		a. To ask birthplace of applicant or that of his or her parents, grandparents or spouse. b. Any other inquiry into national origin.	Title VII
5. Race/Color	a. To indicate that the institution is an equal opportunity employer. b. To ask race for affirmative action plan statistics, <u>after hiring</u> .	a. Any inquiry that would indicate race or color.	Title VII
6. Sex	a. Indicate that the institution is an equal opportunity employer.	a. To ask applicant any inquiry which would indicate sex, unless job related. (Only such jobs in education would be a full-time locker room or restroom attendant.)	Title VII and Title IX

7. Religion/ Creed		a. To ask an applicant's religion or religious customs and holidays. b. To request recommendations from church officials.	Title VII
8. Citizenship	a. Whether a U.S. citizen. b. If not, whether intends to become one. c. If U.S. residence is legal. d. If spouse is a citizen. e. Require proof of citizenship, <u>after hiring</u>.	a. If native-born or naturalized. b. Proof of citizenship before hiring. c. Whether parents or spouse are (is) native-born or naturalized. d. Date of citizenship.	Title VII
9. Marital/ Parental Status	a. Status (only married or single) <u>after hiring</u> for insurance purposes. b. Number and ages of dependents and/or spouse <u>after hiring</u> for insurance purposes.	a. To ask marital status <u>before hiring</u>. b. To ask the number and age of children, who cares for them and if applicant plans to have more children.	Title VII and Title IX
10. Relatives	a. To ask name, relationship and address of person to be notified in case of emergency, <u>after hiring</u>.	a. Names of relatives working for the institution or in a district (nepotism policies which impact disparately on one sex are illegal under Title IX).	Title IX
11. Military Service	a. Inquiry into service in the U.S. armed forces. b. Rank attained. c. Branch of service. d. Any job-related experience. e. Require military discharge certificate <u>after hiring</u>.	a. To ask type of discharge. b. To request military service records. c. To ask about military service in armed service of any country but U.S.	
12. Education	a. To ask what academic, professional or vocational schools attended. b. To ask about language skills, such as reading and writing foreign languages.	a. Specifically ask the nationality, racial or religious affiliation of schools attended. b. To ask how foreign language ability was acquired.	Title VII
13. Criminal Record	a. To request listing of convictions and other misdemeanors.	a. To inquire about arrests.	Title VII

14. References	ii. To request general and work references not relating to race, color, religion, sex, national origin or ancestry.	a. To request references specifically from clergy or any other persons who might reflect race, color, religion, sex, national origin or ancestry.	Title VII
15. Organizations	a. To ask organizational membership--professional, social, etc.--so long as affiliation is not used to discriminate on the basis of race, sex, national origin or ancestry. b. Offices held, if any.	a. To request listing of <u>all</u> clubs applicant belongs or has belonged to.	Title VII
16. Photographs	a. May be required <u>after hiring</u> for identification purposes.	a. Request photographs before hiring. b. To take pictures of applicants during interviews.	Title VII
17. Work Schedule 191	a. To ask willingness to work required work schedule. b. To ask if applicant has military reservist obligations.	a. To ask willingness to work any particular religious holiday.	Title VII
18. Physical Data	a. To require applicant to prove ability to do manual labor, lifting and other physical requirements of the job, if any. b. Require a physical examination.	a. To ask height and weight, impairment or other nonspecified job-related physical data.	Title VII
19. Handicap	a. To inquire for the purpose of determining applicant's capability to perform the job. (Burden of proof for non-discrimination lies with the employer.)	a. To exclude handicapped applicants as a class on the basis of their type of handicap. (Each case must be determined on an individual basis by law.)	Handicap Discrimination Guidelines of the Revised Code, Chapter 4112.
20. Other qualifications	a. To inquire about any area that has a direct reflection on the job applied for.	a. Any nonjob-related inquiry that may present information permitting unlawful discrimination.	

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ASSESSING COMPETENCIES FOR
ADMINISTRATIVE POSITIONS

A paper presented at the American Personnel and Guidance Association, National Vocational Guidance Association, March 21, 1978, Washington, D.C.

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"The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

ASSESSING COMPETENCIES FOR

ADMINISTRATIVE POSITIONS

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Two factors, perceived barriers and nontraditional assessment of administrative competencies, have been addressed in a Vocational Education Research grant at Kansas State University this year (Neely & Wilson, 1977). In a needs assessment, the existing barriers must first be determined. Then, a program can be structured to aid in overcoming them.

BARRIERS

In our review of the literature dealing with barriers to women entering vocational administration, two categories of barriers emerged. Some of the barriers seemed to be coming from the women themselves and could be overcome by women changing their attitudes, life priorities, or capability concept. Other barriers seemed to be present in the field of vocational education, presenting road blocks to be dealt with by women moving into administration. The project staff decided to treat the barriers to women entering vocational administration as two aspects, internal and external.

Support for considering barriers as external factors and internal factors that may interact to inhibit women from engaging in achievement-directed behavior necessary to ensure promotion into managerial positions was given by O'Leary (1974). From a review of literature, she found that internal psychological factors included fear of failure, low self-esteem, role conflict, perceived consequences of achievement-related behaviors, and perceived incentives for achievement-related behaviors. External psychological factors included societal sex role stereotypes and societal attitudes toward competency of women.

The American Vocational Journal, November 1974, specialized in articles

From a longer paper presented at the American Personnel and Guidance Association, National Vocational Guidance Association, March 21, 1978, Washington, D.C.

addressing the theme "professional opportunities for women in vocational education." In this issue Kievit (1974), King (1974), and Simpson (1974) considered barriers such as women's willingness to accept the status quo, the role conflict involved in merging home and career responsibilities, the perceived advancement possibilities by women, the lack of acceptance of women by some male faculty and male administrators, the predominance of male hirers, women's refusal to compete for top jobs, and doubts by men of women's full commitment to a career. Jerdee and Rosen (1976), in a speech presented at the annual meeting of the American Psychological Association, saw many women to be weak in career commitment due to family responsibilities, life-style considerations, and the financial problems involved with acquiring additional training or education. Several relevant considerations included the variety of women's career patterns compared to men's and the role-overload women may face in combining career, family, and schooling.

Neidermayer and Kramer (1974) in a position paper for the Recruitment Leadership and Training Institute point out that women lack role models in administration. Contributing reasons may be the school systems' inability to distinguish women preparing for administration and the women's social conditioning to not aspire where they feel unwelcomed. Silvers (1976), besides considering many personal characteristics and societal trends, noted the "old boy network" which serves as entry into administration, home responsibilities interference with travel and group experiences, the social isolation of women in leadership positions, the risk orientation needed for administration, and the preference by both sexes for male supervisors. Zucherman (1976) who restructured, reviewed, and clarified research in the areas of women's career commitment, educational aspirations, non-traditional career goals and choices, and feminism considered many personal characteristics in her review.

She did find that women in non-traditional fields have higher aspirations toward administration. Women also tend to have a lower self-esteem than men.

Frank and White (1977) in their EPDA Project Final Report 1976-1977 on New Opportunities in Vocational Education pointed out that for vocational administration women need the ability to live with isolation at the top, to make informed decisions, to be flexible, to hire and fire, to manipulate within the administrative informal structure, and to be willing to take active roles in professional fields. Because of the technical emphasis in vocational education, women wanting to become administrators also need to be able to show high levels of initial job competence, demonstrate knowledge of equipment in each major area, plan in terms of one and five years, be aware of and deal with the overwhelming bias of the traditional male vocational education teachers against women in positions of authority over them, be willing to go back to school for administrative degrees, and be willing to acquire five years of related experience outside of education for acceptance as administrators.

Barriers found in the literature but not included in our literature review list were those that tended to involve personal characteristics, societal trends, or psychological interplay between people. The barriers determined to exist from our personal interviews conducted in the field were incorporated into the Barriers compiled from a review of literature. Finally, a board of judges was asked to judge the relevance of the list to the vocational field and to measure barriers to women entering vocational administration. The two final lists are shown on the next page.

Percentages, means, and standard deviations are shown for randomly selected groups of vocational education administrators, teachers, and students (N=221) in Kansas last fall who responded to the Barrier lists in our questionnaire. The choices were scored from "1" for absolutely, to "5" for never, so a lower mean is a higher rank. We also asked for the three most important

TABLE 1
WOMEN'S INTERNAL AND EXTERNAL
ADMINISTRATIVE POSITION BARRIERS BY PERCENT
RESPONSES, MEAN, STANDARD DEVIATION, AND RANK

ITEM	DATA ANALYSES										
	PERCENT REPLIES ^{a,b}							X	SD	RANK	
	ASSC.	USUAL	CCCA	RARE	W/TER	NO R	R			3	
INTERNAL											
1. family responsibilities	23	44	25	4	0	3	2.1	.82	1	4	
2. necessity of a 12 month job	10	28	42	16	<1	4	2.7	.89	3	2	
3. need to make "tough" decisions in administration	5	15	38	32	4	3	3.1	.95	8	8	
4. administrative responsibilities in the evening	14	28	38	14	1	4	2.6	.95	2	1	
5. low commitment to career advancements	7	14	44	28	3	4	3.1	.92	8	6	
6. travel commitments required for administrators	5	24	42	24	2	4	2.9	.90	5	5	
7. necessity of further graduate studies for certification	5	23	41	24	3	4	3.0	.90	6	7	
8. unfamiliarity of budgeting and financial responsibilities	10	26	38	20	2	4	2.8	.98	4	3	
9. prospect of hiring, evaluating, and firing of staff	6	17	38	30	4	4	3.1	.96	8	9	
10. necessity of developing long range program guidelines	2	11	37	39	7	4	3.4	.87	11	11	
11. fear of isolation found in administrative role	4	14	38	34	6	4	3.2	.93	10	10	
EXTERNAL											
1. lack of ability to talk the language of commerce and/or industry in establishing and maintaining commercial contacts	7	20	47	20	4	3	2.9	.91	11	10	
2. lack of criteria for crediting women for competencies achieved in unpaid/volunteer work experience	12	26	34	20	3	5	2.7	1.01	9	8	
3. lack of experience in more than one service area	9	39	34	13	2	2	2.6	.91	6	5	
4. lack of public acceptance as a top administrative representative	18	41	27	10	2	2	2.4	.96	4	2	
5. lack of acceptance as an administrator by craftsmen in traditionally male areas	33	39	19	6	1	3	2.0	.93	1	1	
6. lack of women in higher level Vocational Administration positions to serve as role models	24	35	29	10	0	2	2.3	.94	2.5	3	
7. lack of previous managerial/administrative experience in a commercial/industrial setting	17	48	25	8	<1	2	2.3	.83	2.5	11	
8. lack of criteria to evaluate qualifications of women possessing an interrupted career pattern	10	31	41	14	<1	4	2.6	.87	6	9	
9. lack of obvious systematic methods by the school for identifying women aspiring to administrative posts	13	31	36	15	1	4	2.6	.95	6	7	
10. lack of awareness of the political maneuvers necessary within the administrative structure	17	21	36	22	2	2	2.7	1.07	9	4	
11. lack of acceptance by staff members when handling school plant management	10	29	41	14	3	3	2.7	.95	9	6	

^a N=221 vocational administrators, teachers, and students from a stratified random sample in Kansas, Fall, 1977

^b Percents may not add to 100 due to rounding

^c Some tied ranks will be observed

^d Respondents were asked to list the top 3 contributors and these lists were combined to derive those named most often for this set of ranks - the first column of ranks is derived from the means given

"The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred."

barriers in each list, collapsed the top three choices, and found virtually the same ranking distribution in number of times chosen in the top three.

Proseminars, courses in leadership assessment and training, workshops for support groups and assertiveness training, classes in educational governance and budgeting and personnel can help overcome internal barriers. External barriers will be amenable to some educational efforts and to more formalized affirmative action search committees.

Having a particular pool of female students or teachers reply to ratings of barriers provides structure to courses and workshops programming objectives to assist women to overcome acceptance of barriers.

NONTRADITIONAL ASSESSMENT

The second factor hindering the promotion of women is the dependence on traditional assessment methods. There is a need to use more nontraditional approaches for assessment. These can go beyond the already standardized paper and pencil tests to include both process and product assessments.

Our project was responsible for establishing a procedure for demonstrating experiential competencies analogous to those in paid work experience. To meet this objective, we adopted some of the techniques considered by the Center for the Assessment of Experiential Learning to be part of an assessment program's core sequence (Breen, et al. 1977). Participants, working through the Guide: Administrative Competency Portfolio, proceeded to use:

1. Experience checklists
2. Description of experiences
3. Documentation of accomplishments

These techniques were utilized to demonstrate their administrative competencies in developing their own portfolio. We expected that the portfolios would be submitted with their resumes and would usually be accompanied by the remaining core sequence techniques:

4. Interviews
5. Ratings

Breen and colleagues (1977) suggested that to gain more decision-making informa-

tion, or as a validation process for the core sequence, additional techniques might be used (p.62). They are:

6. Topical essays
7. Paper and pencil tests
8. Group discussion session, ie: ~~Leaderless~~ Group discussions
9. Simulations, ie: Role Play, In-basket exercises
10. Work samples
11. Content analysis

A combination of these nontraditional approaches (paper and pencil tests, group discussion and simulations) were used to validate the portfolio procedure as a measure of administrative competencies. The validity and reliability issues of these approaches have been studied by various researchers.

The essay allows measurement of a unique set of factors often missed by such measures as inventories and management games. It is most valid in assessing the ability to communicate effectively. Knapp and Sheron (1975, p.30) note it should be used to demonstrate competencies:

1. presenting knowledge of areas in a written format, including such products as reports and memos,
2. expressing thoughts effectively on some topic of wide human interest,
3. translating into English a passage presented in another language,
4. outlining a research design in the hard or soft sciences,
5. writing creatively,
6. simply communicating effectively in the written mode.

The reliability of essay assessments may be lower from error sources arising in interrator reliability and the variability of participants' performances in different circumstances. The use of several raters and the pooling of ratings is advised.

Paper and pencil tests will vary in their ability to measure the constructs under study and to evaluate applicants' competency level. Anatasi (1976) cites

the statement of purpose in the Guidelines on Employees Selections Procedures prepared by the Equal Employment Opportunity Commission (1970).:

The guidelines in this part are based on the belief that properly validated and standardized employee selection procedures can significantly contribute to the implementation of nondiscriminatory personnel policies, as required by Title VII. It is also recognized that professionally developed tests, when used in conjunction with other tools of personnel assessment and complimented by sound programs of job design, may significantly aid in the development and maintenance of an efficient work force and, indeed, aid in the utilization of human resources generally. (p.62)

A realistic appraisal of performance is possible by using the assessment center format that combines such methods as paper and pencil tests, group discussion and other types of simulations. Skills with more complexity, such as analytical thinking, goal setting, sensitivity to the behavior of others, communication and planning can be assessed using these exercises. The overall global assessment rating is seen to be more predicative of future job success than are individual measurement ratings (Knapp-Sharon, 1977). The success of this format in providing solid evidence for identifying abilities that women may not be able to otherwise document has been studied by other researchers (Bray, 1971; Huck & Bray, 1976; Hinrichs & Haanpera, 1976; Cohen & Sands, 1978).

Observer ratings are used to obtain measurement on performance in these situational exercises. A study by Greenwood and McNamara (1967) on "Interrater Reliability in Situational Tests" indicates that reasonable rater reliability can be obtained on situational tests like the Leaderless Group Discussion and In-basket to assess business and industrial personnel for possible advancement. The results "suggest that both observer ratings or rankings of participants on situational tests generally have adequate reliability as methods for evaluating performance in situational exercises" (p.105). There were few differences between professional and nonprofessional evaluators in this study.

Research conducted by Meyer (1970) with 81 unit managers in the manufacturing section of General Electric suggests that the In-basket test might be a valuable asset in the selection of managers. Scores on the In-basket test developed in this research were found to be related significantly to job performance ratings of managers in a concurrent validation study. His evidence indicated that the In-basket did not just measure managerial experience but provided a measure of managerial ability or aptitude. Meyer's findings indicate "that the performance style one exhibits in handling carefully selected but true-to-life "in-basket" items does correlate with demonstrated on-the-job performance of a managerial position, especially the ability to handle the planning and administrative aspects of the job." (p.307)

In the "The Leaderless Group Discussion" as a Leadership Evaluation Instrument, Bass (1954) cites published studies which considered the question of correlation between the LGD performance and personal characteristics associated with leadership. 2,361 test scores reported 17 correlations between LGD performances and various measures of capacity and achievement such as verbal aptitude tests, college grades and intelligence tests. The median correlation was .30 with a range from .17 to .57, which, he argues, supports the LGD as a valid measure of successful leadership. Basses' research indicates the median correlation between LGD performance and leadership performance in real life to be .27. He notes that LGD ratings "appear to be associated primarily with the tendency in real-life to initiate structure among associates and subordinates ($r=.32$). But a "low negative correlation exists between LGD performance and the tendency in real life to be considerate of the welfare of subordinates and associates ($r=-.25$)" (p.476). The hypothesis that LGD is a function of the tendency to initiate and to be socially bold, as well as factors like esteem, intellectualism and verbal ability was supported by factorial analysis. The objective of the assessment will play a role in the selection of the technique.

Work samples are useful in job or training selection where exactness between the work sample and the job is possible (Knopp & Sheron, 1977). This is not always true with such skills as business management without involving simulation. Sources of error or unreliability that reduce the validity of the technique may be due to the lack of uniform testing conditions, the use of unfamiliar equipment and/or inexperienced or untrained observers.

Content analysis is noted as a useful technique in the Compendium of Assessment Techniques (Knapp & Sharon, 1977) when there is an adequate body of written records to allow a statistical sampling of the competence domain. Henrich (1969) used the content analysis approach in the evaluation of personnel records and employment records as parallel criteria for the assessment of management potential with 47 members of a large national marketing organization. He found that "ratings of management potential developed from a careful review of company personnel records were as highly correlated with the assessment center data as were overall ratings from the 2-day assessment program, except for ratings dealing with interpersonal behavior." (p.455) For women who lack the employment and personnel records, the portfolio procedure will offer a means to document competencies developed through unpaid volunteer work and will enable a content analysis measurement.

These nontraditional approaches to competency assessment are recommended to ease the difficulties that exist in evaluating women's qualifications through traditional methods. The attached bibliography will give you resources for examining these measures.

The Guide: Administrative Competency Portfolio, and the Manual, which explains the validation of the portfolio as a measure of competencies through the use of nontraditional assessment methods, are available from:

Sex Equity Specialist, State Department of Education
120 E. 10th
Topeka, KS 66612

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APPENDIX D

MANUAL AND GUIDE:
ANALOGOUS COMPETENCY
ASSESSMENT

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Prepared under Grant G00-77-01926 from U.S. Department of Health,
Education and Welfare, U.S. Office of Education, Bureau of Occupational
and Adult Education

Project No. 498AH70068
Grant No. G00-77-01926

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Manual and Guides Analogous Competency Assessment

1978

Prepared under a grant from:
U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Occupational and Adult Education

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinion expressed herein does not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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MANUAL AND GUIDE
ANALOGOUS COMPETENCY ASSESSMENT

INTRODUCTION

The Guide to development of a portfolio answers a career advancement need of women, since it designed to present competencies developed through unpaid work or volunteer experience. These experientially developed competencies are analogous to those developed in paid administration positions (Neely and Wilson, 1977).

Completed portfolios can be used in whole or part to demonstrate administrative competencies to potential employers, along with submission of the traditional resume and credentials used in the field of education. (The attached Guide focuses on vocational education administration but may be adapted for broader use.)

BACKGROUND

Education is big business. In the fall of 1975, education was the primary activity of some 62 million Americans: about 59 million students, 3 million teachers and one-third of a million staff members. In the 17,000 school districts, less than 1% were directed by female superintendents in 1970-71. High schools had 3% and elementary schools 21%, respectively, headed by female principals (NEA, 1973). Only 2% of professors of educational administration were women (AASA, 1975). These figures become important when one notes that 67% of the public school teachers are female, that women hold nearly 21% of the masters' degrees and 8 1/2% of the doctorates in educational administration (Lyon & Saario, 1973).

Each year many jobs in administration become open. Yet, since 1928, when women represented 55% of all elementary school principals, the number of women in administration had been declining steadily (AASA, 1975; Lyon & Saario, 1973).

The reasons for the decline are hidden in other historical trends. During the depression, many school boards refused to hire women in teaching or administrative positions in an attempt to limit income to heads of households. Following closely upon this trend came the end of World War II and

the influx of men into college, under the sponsorship of the subsidies in the GI Bill. Many of these men entered the education curriculum, and in turn, the public schools. As both historic events brought more men into the teaching profession, the status of teachers rose (AASA, 1975). As men gained teaching experience, it soon became the unwritten policy of many school districts to replace retiring female principals with men - to the extent that male principals came to be hired from a pool with less years of experience than that held by women capable of moving into administration.

The disappearance of the women educational administrators can also be traced to many more less evident but still damaging factors hindering the promotion of women.

1. The first factor is that of barriers, including aspirations - the aspirations of women tend to be inextricably intertwined with anticipated barriers - for one example, women tend to see the probability of moving into administration as low and thus do not aspire (Niedermayer & Kramer, 1974).

2. The second factor is that of the question of women's qualifications. Men in charge of hiring and promotion frequently claim they cannot find qualified women. Since women's career patterns are different from those of men (DiSabatino, 1976), the development of skills also may take shape in situations that are different from the skills developed on the job in paid work experiences. Unpaid work (such as homemaking) and volunteer work in the community both provide a series of opportunities for skill development in competencies necessary for serving in educational administrative positions. It is hard for those people wishing to implement affirmative action policies to assess such competencies in traditional ways.

Not only are administration competencies important, but in vocational education administration, candidates in many states must also have had certification in a subject matter (service area) that requires work experi-

ence (Ramp, 1974). Some states allow successful completion of an occupational competency examination (either local or one from National Occupational Testing Institute) to substitute for part of the work experience, or allow the professors at an "approved" program at a college to certify work experience (Kane, Fernandez, & Godoff, 1977).

Kane and her colleagues (1977) noted that the National Center for Educational Statistics study of the characteristics of vocational education personnel in 1972 reveals that there were many more teachers of male-intensive occupations (that is, where there were more male students) with little or no work experience than certification requirements would suggest (p. 19). So, the supply-demand picture and subjectivity of those doing the hiring admittedly enter into the picture.

Barriers. In reviewing the literature dealing with anticipated barriers to women entering vocational administration, it became clear that two categories of barriers existed. Some of the barriers seemed to be coming from the women themselves and could be overcome by women changing their attitudes, life priorities, or capability concept. Other barriers seemed to be present in the field of vocational education, presenting road blocks to be dealt with by women moving into administration.

Support for considering barriers as external factors and internal factors that may interact to inhibit women from engaging in achievement-directed behavior necessary to ensure promotion into managerial positions was given by O'Leary (1974). From a review of literature, she found that internal psychological factors included fear of failure, low self-esteem, role conflict, perceived consequences of achievement-related behaviors, and perceived incentives for achievement-related behaviors. External psychological factors included societal sex role stereotypes and societal attitudes toward compe-

tency of women.

The American Vocational Journal, November 1974, specialized in articles addressing the theme "professional opportunities for women in vocational education." In this issue Kievit (1974), King (1974), and Simpson (1974) considered barriers such as women's willingness to accept the status quo, the role conflict involved in merging home and career responsibilities, how advancement possibilities were perceived by women, lack of acceptance of women by some male faculty and male administrators, predominance of male employers, women's refusal to compete for top jobs, and doubts by men of women's full commitment to a career. Jerdee and Rosen (1976), in a speech presented at the annual meeting of the American Psychological Association, said many women were weak in career commitment due to family responsibilities, life-style considerations, and the financial problems involved with acquiring additional training or education. Several relevant considerations included the variety of women's career patterns compared to men's and the role-overload women may face in combining career, family, and schooling.

Neidermayer and Kramer (1974) in a position paper for the Recruitment Leadership and Training Institute point out that women lack role models in administration. Contributing reasons may be the school systems' inability to distinguish women preparing for administration and the women's social conditioning not to aspire where they feel unwelcomed. Silvers (1976), besides considering many personal characteristics and societal trends, noted the "old boy network" which serves as entry into administration, home responsibilities' interference with travel and group experiences, the social isolation of women in leadership positions, the risk orientation needed for administration, and the preference by both sexes for male supervisors. Zucherman (1976) who restructured, reviewed, and clarified research in the areas of women's career commitment, educational aspirations, non-tra-

ditional career goals and choices, and feminism considered many personal characteristics in her review. But in her review she found that women in non-traditional fields have higher aspirations toward administration. Women also tended to have a lower self-esteem than men.

Frank and White (1977) in their EPDA Project Final Report 1976-1977 on New Opportunities in Vocational Education pointed out that for vocational administration women need the ability to live with isolation at the top, to make informed decisions, to be flexible, to hire and fire, to manipulate within the administrative informal structure, and to be willing to take active roles in professional fields. Because of the technical emphasis in vocational education, women wanting to become administrators also need to be able to show high levels of initial job competence, demonstrate knowledge of equipment in each major area, plan in terms of one and five years, be aware of and deal with the overwhelming bias of the traditional male vocational education teachers against women in positions of authority over them, be willing to go back to school for administrative degrees, and be willing to acquire related experience outside of education for acceptance as administrators.

Comments from administrators engaged as judges in the validation study of this Guide repeatedly mentioned a desire to have candidates for vocational education administration jobs display evidence of ability to make hard decisions involving people and of ability to motivate people who do not have to produce, as in getting a youth group to excel.

Women's Qualifications. The Guide is a procedure to assist women who aspire to vocational administrative posts but who do not have required work experience outside education. In setting foundations for the Guide, the Kansas vocational education setting was found to have requirements

such as those described by Ramp (1974).

1. A Kansas vocational education teacher must have teaching certification. A vocationally certified teacher has to have work experience in the field, the amount dependent on the service area's certification requirements.

2. A Kansas vocational education administrator must have administrator certification in one of the categories of Building Administrator, Specialized Administrator Endorsement, District School Administrator, or Vocational Technical School Administrator. The official work requirement for any of these certifications is for two years of vocational teaching experience. Official work requirements for Building Administrator are given as two years of teaching or school administration; Specialized Administrator Endorsement and District School Administrator as three years of successful experience as a certified employee of an accredited school; and Vocational-Technical School Administrator as three years of successful experience as a certified vocational teacher in an accredited school. There is no official work requirement demanding additional experience outside education.

3. Kansas vocational education administration hirers have an informal criteria of work experience necessary for an effective vocational administrator. This informal criteria operates by preference being given to candidates who have been employed in Commerce and/or Industry in a position that increases occupational skills and/or that has managerial/administrative responsibilities. Another aspect of the informal criteria involves preference being given to candidates who can show experience giving "breadth" beyond their immediate service area.

4. In the Kansas vocational administration scene there is presently a very low percentage of women, with these at entry level positions. However, there is a group of women vocational teachers who have been given

administrative responsibilities and functions by their school but not the accompanying title or position.

5. Kansas women vocational teachers have work patterns similar to women in general. Present are a great variety of patterns, including interrupted patterns, delayed entry into the official work force, experiences in the unofficial work force, unpaid assistance with family firms, and the traditional paid work pattern males usually possess.

In evaluating the relevant aspects of the Kansas vocational education scene, it became apparent that Kansas women who aspire to vocational administrative jobs would more realistically be assisted by developing a procedure that would:

- .demonstrate administrative abilities that have been acquired through unpaid/volunteer experiences and paid work experiences where administrative responsibilities were present but not obvious from job title
- .equate unpaid/volunteer experiences with traditional paid work experiences
- .be included along with required application paper work and resume in applying for a vocational education administration position
- .present to vocational education employers a stronger support of administrative abilities and breadth of exposure to all service areas than the traditional application form/resume presents.

This procedure would possibly increase the consideration given to women vocational teacher applicants so a higher percentage will be considered for interviewing during the hiring process.

RATIONALE

The developmental approach chosen was to write a Guide to be used in a self-directed construction of a portfolio packet designed to meet the criteria. The Guide was field tested by interested women vocational teachers and potential vocational teachers. This field testing population was chosen because women in general have a higher percentage of unpaid work experience

than men at an equivalent age have. The population included women of sufficient interest in vocational education administration to be willing to invest their time in building a portfolio utilizing the Guide: Administrative Competency Portfolio.

The first task in writing the Guide: Administrative Competency Portfolio was to determine which administrative dimensions to select for the basic format. The selection process involved:

1. obtaining from Kansas vocational schools administrative job descriptions (these were evaluated as to the abilities most often named)
2. reviewing educational and vocational educational administration literature for skill groupings being emphasized (Florida State University, 1976; Gilli, 1976; Harrison, 1975; Knezerich, 1975; Millett, 1968; Stufflebeam, 1971; Unruh, 1970; Wenrich, 1974; and Wilson, 1966)
3. reviewing non-traditional assessment technique literature for clusters of professional/managerial skills being utilized in developing portfolios to submit for college credit for experiences (Crystal, 1974; Horn, 1977; Knapp, 1975; Richards, 1975)
4. consulting with Dr. Rex Douglas, Wichita State University, concerning his three years work involving assessment center techniques pertaining to educational administration.

These four input sources were incorporated with the parameter that the validation procedure demanded administrative dimensions measurable by both portfolio evaluation and assessment workshop techniques. The five administrative dimensions selected to demonstrate vocational administration ability are: Goal-Setting and Planning; Organizational Management; Communications; Decision-Making; and Demonstrated Leadership.

The second task in writing the Guide: Administrative Competency Portfolio was to decide how to best present competency in these five administrative dimensions to employers reading a completed portfolio. The project staff reviewed literature pertaining to the portfolio method of presenting skills and abilities (Bolles, 1972; Bolles, 1975; Christensen, 1975;

Crystal and Bolles, 1974; Knapp, 1975; Vermont Community Colleges, 1975)

The Guide working draft (Neely, Wilson, Schuley and Legg, 1977) directed the portfolio development so the finished packet was arranged in two sections - PRESENTATION and INDEX. The PRESENTATION section included:

1. five administrative dimension tables (one each for Planning and Goal Setting, Organizational Management, Communications, Decision-Making, and Demonstrated Leadership) which presented the applicant's abilities, volunteer/unpaid and paid experiences where the abilities were acquired and documentation to validate each dimension. The experiences were numerically coded to the INDEX where they were further described. Each documentation item was alphabetically coded to the INDEX where the items were attached.
2. a narrative summarizing the applicant's abilities.

The INDEX section provided background descriptions and documentations for the presented abilities.

The final revision of the Guide, bound into this Manual, reflects minor changes suggested by the field test results. These include collapsing the INDEX into the Presentation section, beginning the Presentation with the narrative and using one competency profile sheet rather than sheets for each dimension.

Prior to assembling the portfolio, the applicant passes through several preliminary stages:

- .selecting and recording Life Experiences on the Competency Outline Sheets
- .describing the Selected Significant Experiences in which competencies were achieved
- .developing Competency Statements that assert what is known and can be done at both general and more specific levels
- .writing a brief narrative that summarizes the strengths outlined in the previous sections and any additional experiences highlighted.

Administrative Dimensions

The five administrative dimensions were identified by methods cited above.

Planning and Goal-Setting. Planning is a process of preparing a set of decisions for future actions aimed at achieving goals by the most appropriate means. It incorporates the skills of appraising, determining, projecting, establishing, formulating, developing, designing and programming. The goals and objectives for planning must be set and are specific in context, e.g. facilities, fiscal, resource allocation or program planning. The planning-time may be short or long range but must insure adaptability and efficient use of resources.

Educational planners may follow a series of logical steps:

- .appraising or assessing the political, economic, social environment their schools will encounter
- .determining or deciding changes in learner or patron needs
- .projecting or foreseeing an image of the desired goals to be followed
- .establishing or setting up the communication and information paths to involve institutional and other personnel in the planning processes
- .formulating or translating the broadly determined objectives into functional programmatic efforts
- .developing or designing detailed procedures and decisions by which goals can be achieved and evaluated.

Organizational Management. Organizational management is concerned with seeing that plans get put into operation. It includes the elements of organizing, coordinating, managing, supervising, consulting and evaluating. Organizing, as an activity, requires the arranging and structuring of relationships so that things keep going. Coordinating brings people, material, ideas, techniques together so that the educational program, the operation and maintenance of the plant, the financial affairs and administrative personnel policies operate in productive relationships. Managing provides a stabilizing influence that promotes efficiency and productivity through teamwork and consideration. It is geared for maintenance rather than for

change. Supervising determines whether conditions exist which will make attainment of objectives possible. Evaluating is more concerned with the efficiency with which enterprises attempt to achieve their purpose.

Communications. Communications is the activity of disseminating meanings throughout the organization for thought interchanges and coordinating efforts. School administrators find themselves communicating in both oral and written form with their staff, students, and the general public. The behavior of individuals or organizations is influenced through communications. Activities in this dimension may be divided into four categories:

- giving directions to individuals or to groups. These activities can include supplying information, instructing, making assignments, advising, correcting, or persuading by such methods as conferences, lectures, bulletins, memos, letters or posters
- obtaining information. This can include follow-up studies, surveys, interviews, observations, and listening to discussions
- cooperating, collaborating, and interacting - These encompass discussion, conferences, and negotiations
- building the structures through which formal and informal communications take place. The formal structure requires the establishment of channels that everyone recognizes in the communications chain of command. This can include setting up committees, soliciting individual contributions, and arranging conferences.

Decision-making. A decision can be defined as a conscious choice made from among an established set of often competing alternatives. The making of decisions refers to the process by which intermediate objectives are determined and implemented. Decision-making includes:

- .the diagnosis or awareness that a decision is needed
- .the discovery of alternative actions
- .the choice among alternatives
- .action upon the chosen alternatives

The awareness or diagnosis of the decision starts with the identification and clarification of a problem. Diagnosis calls for delineating the

problem, identifying probable causes, outlining requirements for a solution and stating the limits on a solution search. The discovery of alternatives requires imagination and originality to produce creative approaches. Choosing among alternatives is a reduction process that requires obtaining information, applying decision rules, thought and confirmation of the indicated choice. The final action stage fixes responsibility for carrying out and operationalizing the choice.

Demonstrated Leadership Ability. Leadership ability is a person-dominant behavior that requires a flexible, adaptive performance by the individual for maximum effectiveness. It incorporates the aspects of mentoring, leading, persuading and negotiating. Leaders are able to employ stimulation and persuasion techniques to motivate groups to trust their judgments about priorities and directions for the group. While acting as change agents, they use creativity to initiate new structures for accomplishing organizational goals. They have the ability to work with groups of individuals to establish policies that affect their behavior, maintaining group solidarity while accomplishing objectives with group cooperation. Leaders are able to give and take within the limits provided by authority, or within the framework as the perceived requirements of a program. Their authority is given to them by fellow group members rather than by power sources outside their group. Effective leaders in Vocational Education are seen as high in consideration and initiation of structure.

GLOSSARY OF TERMS
WORDS COMMON TO THE GUIDE

Portfolio	A folder of information that is brought together to reveal past experiences and accomplishments. It can be a means for organizing and disseminating prior experience into a manageable form for evaluation.
Areas of Competence	Five categories of skill and knowledge identified as essential to Vocational Education Administration: PLANNING & GOAL-SETTING, ORGANIZATIONAL MANAGEMENT, DECISION-MAKING, COMMUNICATION, DEMONSTRATED LEADERSHIP ABILITY.
Competency	The ability to show the level of <u>skill and knowledge</u> necessary to attain a goal.
Competency Statement	A statement which asserts what you know and can do.
Selected Life-Experiences	Abbreviated identifications of the situations in which administrative competencies were developed.
Documentation	The validation or proof that you use to support your claims to skill and knowledge in the specified areas of competence.
Narrative	Overview of competencies, experiences, and goals.

PORTFOLIO STAGES

Identification	The process of determining your skills and knowledge acquired through your varied life experiences.
Articulation	The process of communicating the level of your knowledge and skills in competency statements and descriptions of Life-Experiences.
Documentation	The process of selecting evidence or proof to validate the competencies demonstrated in Life-Experience descriptions.
Organization	The process of ordering materials within a Table of Contents, the development of the Narrative and assembling of portfolio.

UTILIZATION BY POTENTIAL EMPLOYERS

An applicants' traditional resumé and application form would ordinarily accompany the portfolio. The portfolio would fill in gaps in competencies, obvious from the resumé citations. Credentials that support portfolio statements appear in the Documentation section.

The rating for Overall Effectiveness as a potential employee will be based upon specific job requirements and qualifications necessary for that job. (It is assumed the "technical" qualifications are held: certificates, diplomas, etc.)

The following scale was used in the field testing and can be used by an individual, individuals on a selection committee, or a committee consensus (Note that "1" is the highest mark.)

OVERALL EFFECTIVENESS

This portfolio describes competencies indicative of those responsibilities that might be assumed in an entry level administrative position in a Community Junior College, Area Vocational-Technical School or Unified School District. Please circle the number representing the statement which corresponds most closely with your assessment of the individual's demonstrated administrative competencies.

	Very well qualified	More than adequately qualified	Adequately qualified	Less than adequately qualified	Definitely not qualified
Overall effectiveness as an administrator	1	2	3	4	5

Administrative Dimensions

Rating scales for the five administrative dimensions may be used to supplement information but development of a particular dimension may not

RATING PLANNING AND GOAL-SETTING

In applying for an entry level administrative position, the level of competencies demonstrated in PLANNING and GOAL-SETTING are:

Note. This rating scale and the four that follow were used in the validation study with the working draft of the Guide.

RATING ORGANIZATIONAL MANAGEMENT

These portfolios describe competencies indicative of those responsibilities for entry level administrative positions in a Community Junior College, Area Vocational-Technical School or Unified School District. These positions require competencies in ORGANIZATIONAL MANAGEMENT:

Seeing that plans are put into operation, organizing, arranging, structuring and monitoring relationships among people, plans and materials.

Please examine each portfolio to determine the level of competencies demonstrated. Record the code on the front of the portfolio you are rating in the appropriate blank. Now, circle the number that best represents how you would complete the following statement:

In applying for an entry level administrative position, the level of competencies demonstrated in ORGANIZATIONAL MANAGEMENT are:

Portfolio No. _____

1	Very well qualified
2	More than adequately qualified
3	Adequately qualified
4	Less than adequately qualified
5	Definitely not qualified

RATING COMMUNICATION

These portfolios describe competencies indicative of those responsibilities for entry level administrative positions in a Community Junior College, Area Vocational-Technical School or Unified School District. These positions require competencies in COMMUNICATION:

The dissemination of meaning through giving directions, collaborating and interacting in both written and oral forms.

Please examine each portfolio to determine the level of competencies demonstrated. Record the code on the front of the portfolio you are rating in the appropriate blank. Now, circle the number that best represents how you would complete the following statement:

In applying for an entry level administrative position, the level of competencies demonstrated in COMMUNICATION are:

Portfolio No. _____

1	Very well qualified
2	More than adequately qualified
3	Adequately qualified
4	Less than adequately qualified
5	Definitely not qualified

RATING DEMONSTRATED LEADERSHIP ABILITY

These portfolios describe competencies indicative of those responsibilities for entry level administrative positions in a Community Junior College, Area Vocational-Technical School or Unified School District. These positions require competencies in DEMONSTRATED LEADERSHIP ABILITY:

The person-dominant-behavior characterized by authority given by other group members in a situation devoted to accomplishing necessary tasks.

Please examine each portfolio to determine the level of competencies demonstrated. Record the code on the front of the portfolio you are rating in the appropriate blank. Now, circle the number that best represents how you would complete the following statement:

In applying for an entry level administrative position, the level of competencies demonstrated in DEMONSTRATED LEADERSHIP ABILITY are:

	Very well qualified	More than adequately qualified	Adequately qualified	Less than adequately qualified	Definitely not qualified
Portfolio No. _____	1	2	3	4	5

RATING DECISION-MAKING

These portfolios describe competencies indicative of those responsibilities for entry level administrative positions in a Community Junior College, Area Vocational-Technical School or Unified School District. These positions require competencies in DECISION-MAKING:

A conscious choice made from alternatives that will determine actions based upon diagnoses of the problem.

Please examine each portfolio to determine the level of competencies demonstrated. Record the code on the front of the portfolio you are rating in the appropriate blank. Now, circle the number that best represents how you would complete the following statement:

In applying for an entry level administrative position, the level of competencies demonstrated in DECISION-MAKING are:

	Very well qualified	More than adequately qualified	Adequately qualified	Less than adequately qualified	Definitely not qualified
Portfolio No. _____	1	2	3	4	5

SUMMARY

Although Overall Effectiveness would be most likely to be used by an employer, the data in the Technical Supplement section suggest that the administrative dimensions are separate dimensions, except for an overlap of Planning/Goal Setting with Organizational Management. Communication was the most difficult dimension, having no rater reliability in the data available and little relationship to criterion measures in the validity study - yet a significant intercorrelation with Demonstrated Leadership was observed. The rest of the reliability, on the Overall and the four other administrative dimensions, ranged from moderate to good on judges' ratings, with field-test judges who were administrators. The validity, from criterion measures (ratings by trained judges and from standardized tests) correlated with six portfolio field test ratings, ranged from low to adequate on dimensions. Organizational Management was far and away the most related to criterion measures.

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TECHNICAL SUPPLEMENT

The major purpose in developing a Guide: Administrative Competency Assessment (working draft) was to provide a method for presenting skills that had grown in unpaid or volunteer experiences. Women aspiring to jobs in vocational educational administration often have skills that are not readily apparent from a resume that ignores unpaid/volunteer experiences.

In order to validate the Guide's usefulness the following steps were taken:

1. eight self-selected women developed portfolios (taking an average of 20 hours)
2. identifying names were removed and the portfolios were submitted to 24 administrators who volunteered to come to one of three sites and rate the portfolios for evidence of presented Overall Effectiveness and degree qualified on five administrative dimensions
3. six of the women authors attended a workshop where they completed standardized measures and were rated by trained judges on competencies observed in simulation exercises.

The following reliability and validity data were obtained from the self-selected group of six who considered themselves to have administrative skills and who had motivation that was high enough that they would subject themselves to assessment. Thus, the results are suppressed to an unknown degree since the group had a restricted range of abilities (from the upper levels).

RELIABILITY

Reliability of the portfolio procedure centers on degree of consistent assessment by judges (employers) of the strength of competencies and Overall assessment. In order for the portfolio procedure to be widely accepted, many individuals should be able to derive reliable estimates of competencies from the same portfolio regardless of setting (AVTS, community college, or local school district). Further, the five dimensions should be offering distinct and separate information, although the contribution to the Overall score may be substantial. In addition, a single judge should be able to arrive at the same rating as the mean of a committee of individuals.

These issues of reliability may be stated as questions:

1. Is there a significant relationship between ratings made by judges from three educational settings and three sites?
2. Is there significant relationship among Overall ratings and the five administrative dimensions?
3. Do individuals give ratings that agree with other individuals?

Methodology

One investigator briefly introduced the purpose of the session, while deliberately brief instructions were written out so that raters based rating upon criteria they would ordinarily use in screening applications. No resumes, however, were included.

The reliability coefficients were generated from data that were obtained from judges at three sites: 1) predominantly rural population (N=9) 2) predominantly urban population (N=7) and 3) predominantly middle-sized town population (N=8). The settings represented by the vocational education administrators who participated in the three sessions are shown in Table 1. No

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TABLE 1
PROFILE OF PORTFOLIO EVALUATORS

EDUCATIONAL SETTING	SEX		TOTAL
	MALE	FEMALE	
Policy Board Heads		2	2
State Department Personnel		1	1
Unified School District			2
Superintendent	1		
Principal	1		
Community Junior College			10
Presidents	2		
Vice-Presidents	1		
Deans of Instruction	5		
Deans of Students	1		
Director Student Development/Special Services	1		
Area Vocational Technical Schools			7
Directors	3		
Asst. Directors	3		
Coordinators		1	
Technical Institutes/Vocational Schools			2
Presidents/Directors	2		
Total	20	4	24

settings (AVTS, LEA, community college) had enough participants for question #1 analysis, but a .60 reliability coefficient was realized for 19 judges of the dimensions on one portfolio.

The profile of portfolio authors is shown in Table 2. All names and other identifying data were removed from portfolios. Code numbers were assigned both judges and portfolios to maintain confidentiality. Informed Consent procedures were followed.

The reliability formula used was that for intraclass correlations of ratings of several judges for a certain trait (Overall Effectiveness) in several portfolios and also for several dimensions in one portfolio.

"Overall" ratings were taken before those of administrative dimensions.

NOTE. All data in the reliability and validity sections were based on the working draft of the Guide: Administrative Competency Assessment. The Guide attached to this Manual reflects revisions suggested in the field test by both evaluators and authors.

TABLE 2
PROFILE OF PORTFOLIO AUTHORS

Educational Setting	Number	Service Area			
		Home Ec.	Business	Health	T & I
Community Junior College	2		1	1	
Area Vocational Technical School	5	1	2	2	
Students-Master's Level	1	1			
	8	2	3	3	

AGE						
25-29	30-34	35-39	40-44	45-49	50-54	55-59
3	0	3	1	0	1	0

DEGREES HELD			
Bachelors	Masters	Diploma Nurse	Ph.D. Work
3	3	2	0

Type of Experience	Work Experience Background			
	Years of Experience			
	0-3 yrs.	4-7 yrs.	8-11 yrs.	12 + yrs.
Paid Work-Full Time	1	2	3	2
Paid Work-Part Time	6	2		
Unpaid Work	6	2		
Homemaker while not working	3	3	1	1
Volunteer Work	3	2	2	1

In exploring ratings across sites, a one way anova (unequal N's) yielded no differences for subjective judges from ratings across sites ($F = 0$).

TABLE 3
RELIABILITY ESTIMATES OF JUDGES

	Statistics Utilized	Field
Portfolio-Overall (3 judges on 3 portfolios)	Ebel's Intraclass	.83
Portfolio-Planning & Goal-Setting (3 judges on 3 portfolios)	Ebel's Intraclass	.92
Portfolio (19 judges on five dimensions, one portfolio)	Ebel's Intraclass	.60
Portfolio-Organizational Management (3 judges on 3 portfolios)	Ebel's Intraclass	.48
Portfolio-Communications (3 judges on 3 portfolios)	Ebel's Intraclass	0
Portfolio-Decision Making (3 judges on 3 portfolios)	Ebel's Intraclass	.48
Portfolio-Demonstrated Leadership (3 judges on 3 portfolios)	Ebel's Intraclass	.63

The second question was addressed by computing ranks from the ratings and using Spearman rho rank correlation coefficients among the six portfolios with complete data used in the validation workshop.

The results in Table 4 show that Decision-Making ratings were related to Overall ratings while Organizational Management also approached significance. Planning/Goal Setting with Organizational Management and Communication with Demonstrated Leadership Ability were also significantly related - indicating high agreement in both areas on ratings given. (These portfolios had competencies described in all dimensions.)

TABLE 4
INTERCORRELATIONS AMONG PORTFOLIO
MEAN RATINGS

	P/GS	OM	CM	D-M	Dld
OM	98*				
CM	34	41			
D-M	63	66	24		
Dld	29	38	81*	23	
OVERALL	68	70	12	93*	31

NOTE; Decimals omitted

*P<05 two tailed = .73 N = 6

The third question was addressed by the reliability estimate derived from consistency of raters regarding the same portfolio. As shown in Table 3, the reliability coefficients on the portfolios ranged from 0 to .92 with a median of .60 indicating substantial agreement among the judges.

Conclusions

The reliability appears adequate: judges across sites agreed substantially, most dimensions were relatively discrete, and results would likely be the same from rater to rater.

FIELDTEST AND VALIDITY

Validity refers to the degree to which this procedure is useful for presenting experientially developed competencies related to criterion measures (Willingham, 1977) to those required in educational administration. Several sources of information were used to answer the following questions:

1. Are ratings of competencies described in portfolios analogous to ratings of observed competencies?
2. Are portfolio ratings related to tests of managerial philosophy, leadership and communication?

Further questions of interest on format were asked as follows:

1. Are documentation and writing ability viewed by judges evaluating portfolios as influential in their ratings?
2. Is the content in a portfolio useful to potential administration employers?

Methodology. Phase I of the Vocational Education Research Project was a questionnaire sent to Kansas vocational education personnel. Four field groups received the questionnaire: policy-making board heads, vocational administrators, women vocational teachers, and women students planning on becoming certified vocational teachers. Included in the questionnaire packet was a post card where respondents could indicate interest in participating in the project's development of the Guide (working draft) and portfolio.

Policy-making board heads and vocational administrators were given the opportunity to be evaluators and women teachers/students to build portfolios. Twenty-four evaluators participated. Of the 27 women interested in developing a portfolio, eight created a portfolio packet with six who were assessed for level of administrative competencies through performance on paper-pencil measures and simulation exercises. The demographic description of these judges and authors were shown in Tables 1 and 2.

The judges not only provided an Overall Effectiveness as Administrator

rating and one for 5 administrative dimensions on two or three portfolios, but also estimated influence of documentation and writing ability of author on their ratings and rated and commented on usefulness of the portfolio as a procedure for presenting job application information.

Measures

Six of the authors (see Table 2) attended a workshop designed to assess five competency levels and philosophy measures as a potential manager. The workshop activities included paper and pencil measures, In-Basket exercises, and leaderless group discussion exercises. The Managerial Philosophies Scale (Jacoby & Terborg, 1977) gives the degree of respondents' agreement with Theory X (workers must be ordered what to do) or Theory Y (people can provide input to managers) - assumptions about those with whom one works: The Leadership Opinion Questionnaire (Fleishman, 1960) measures consideration and task orientations; Communication (Reddin, 1975) measures knowledge of effective person to person communication.

The In-Basket exercises (Frederickson, 1962; Lopez, 1966) contained items (problems needing attention) typical of those that are waiting to confront an administrator at the start of a day. Each participant worked by herself for an hour and one-half, determining which item to tackle and writing the approach chosen to resolve the item via the method to be used (e.g. phone call, personal contact, memo, letter). This was rated on eight dimensions and three Overall.

The two other simulated work exercises were a Leaderless Group Discussion, involving groups of three participants, and role-play. The first two hour group discussion of Participative Decision-Making (PDM) was set up as a board that has to cut a budget for a plan for a vocational school within given parameters such as finances available from various sources, mandated priorities from legislation, local business/industry manpower needs, evaluation

of present program reports, proposed program addition requests. This simulation activity was rated by judges on eight items and overall. The rated role-play was on interviewer/interviewee for a job.

Ratings. The measurement input coming from the In-Basket exercises and the other simulation work exercises were in the form of ratings provided by a team of three trained evaluators. Each team consisted of a team leader who was from vocational education administration (but not involved in the portfolio evaluation) and experienced with Assessment Center techniques and two advanced level graduate students from the field of educational administration and counseling involving group work. Each team observed and evaluated individually and as a team three randomly assigned women workshop participants. For consistency in the evaluating process, the two team leaders and four graduate students received a full day of training before the day of observation and an evening of training following the day of observation. This training was provided by a professor of educational administration skilled in Assessment Center techniques. Each evaluator had a rating form providing the rating format for each exercise, with a team group rating in most instances.

Ratings from both portfolio evaluators and workshop judges and the standardized test scores were averaged and ranked so that the nonparametric Spearman rho correlation could be used. Intraclass correlations for teams on the In-Basket ratings were .24 and .67 and, for PDM, .76 and .90.

Confidentiality. To insure confidentiality for each participant receiving ratings, each evaluator's rating form and team rating form had an identifying code on it. The code key was kept under separate cover and was accessible only to a project staff member. Each evaluator had knowledge only of the three participants and in the training session was given procedural steps that safeguarded the confidentiality of this knowledge. The completed paper

and pencil measures were also identifiable by code.

Each workshop participant had the choice of receiving, on the final morning, feed-back on the ratings that were received during the workshop from her team of evaluators and ratings that were received on her portfolio from a project staff member. Orientation to this session stressed ways of utilizing the feed-back in positive directions (e.g. in indicating areas needing additional knowledge or experience for those making plans to prepare for administration) and de-emphasizing "ratings". Any participant not wanting to receive feed-back or choosing to receive it in written form after the workshop could select these options.

Findings (Format and Content)

As shown in Table 5, Documentation was rated as slightly more influential than writing ability on judges' ratings, but writing ability had a mean rating about halfway (2.47) between no influence ("3") and positive ("2").

The data in Table 6 indicate ratings given to various types of documentation by the administrator judges: letters of evaluation of performance and descriptions of duties carried out were most useful while programs - brochures - newspaper articles were least useful. AVTS administrators rated products and work samples such as course syllabi, proposals, etc., significantly lower than judges from community colleges did (data not shown).

The second question asked evaluators if the portfolio was effective in identifying competencies for them. As shown in Table 7, the mean rating was on the positive side. Comments on the effectiveness, classified by rating given, are presented in Table 8. Comments from evaluators and authors (not shown) were also sought for the final format of Guide and Portfolio. (Revised Guide is bound into this Manual).

The content of the portfolio appears to meet the criteria used to develop the portfolio (see page 7), using five administrative dimensions.

TABLE 5
MEAN RATINGS OF DOCUMENTATION
AND WRITING ABILITY ON COMPETENCY RATINGS
OF JUDGES AT TWO SITES

How did the documentation section influence your rating?	2.11
---	------

How did the individual's writing ability influence your ratings?	2.47
---	------

NOTES: The scale had an error in rating stem definitions at the predomi-
nantly rural population site and are not included.

Rating scale stems are 1-High Positive; 2-Positive; 3-No Influence;
4-Negative; 5-High Negative.

TABLE 6

VALUE OF DOCUMENTATION ITEMS
RANKING OF AVERAGE MEANS DETERMINED
BY JUDGES (N = 24)

<u>Rank</u>	<u>Average Rating*</u>	
1	1.39	Letter of evaluation of performance (from supervisor, client, or co-worker)
2	1.56	Job description
3	1.73	Individual's experience description
4	1.95	Educational transcripts
5	2.21	Letter of verification that experience took place (from supervisor, client or co-worker)
6	2.21	Products or work samples as course syllabi, proposals, evaluation forms, reports, etc.
7	2.26	Honors/Awards
8	2.30	Letter of commendation
9	2.43	Certificates
10	2.47	Membership in Community/Civic Organi- zations
11.5	2.50	Membership in Professional Organization
11.5	2.50	Program presentations
13	2.95	Newspaper reports, workshop brochures

TABLE 7

VALUE OF PORTFOLIO TO IDENTIFY
ADMINISTRATIVE COMPETENCIES

Average Rating* of Effectiveness of Portfolio 2.16

NOTE: Rating was on a 5 point scale with 1 representing high value; 5 representing low value.

TABLE 8

COMMENTS ON THE EFFECTIVENESS OF THE
PORTFOLIO PROCEDURE GROUPED BY RATING GIVEN*

Evaluators Giving 1 Ratings

Identifies many competencies not included in the usual resume.

Can give great insight into experiences and competencies that cannot be gained through evaluating the transcript, resume and interview. Much greater emphasis on personal/professional recognition is needed in the portfolio.

I feel it gives a broader base of information and personal input. More than a resume, interview. In fact, I would like to have a blank portfolio to complete for myself.

This helps recap all experiences as well as indicates a serious attempt at giving the prospective employer a full picture.

The portfolio procedure shows specific abilities of an individual that are not usually shown by the usual resume - interview method.

I rated it high because it allows a contemplative evaluation.

Evaluators Giving 2 Ratings

I could rate it higher if I would know the volume would be limited. I want things brief and concise. Time-wise I would prefer to spend it on the personal interview than reading.

It gives in written form information needed on the qualifications of the applicant.

Portfolio supplies helpful information in more detail. Amount of material needs to be evaluated.

Rating of a two indicates a high rating with the exception that information from supervisor or client should be provided for in the portfolio.

It can give the individual more self-confidence in ability. It is a supplement to other experiences, background, etc. It does not replace essential educational/work experiences.

The level and responsibility of first line administrative personnel compile more than a paper review of the candidate. While I support the expanded method, a face-to-face analysis would be a must for me of the final candidate.

Note: *Rating was on a 5 point scale with 1 representing high value; 5 representing low value.

TABLE 8 (Cont'd)

Good decision-making requires as many valid information sources as possible. A complete portfolio would be an asset to other selection procedures involved.

Personal data that is not available in resume.

Gives a more complete picture of the applicant.

It is valuable to see work which a candidate has performed.

Portfolio provides an order to information available to prospective employer. Properly assembled and completeness is a plus. All the information we can get helps.

Evaluators Giving 3 Ratings

The only effectiveness the portfolio has is in its description of their goals and objectives and the individual's experience description.

Nothing can take the place (to me) of the interview because this is where attitudes can be more accurately assessed. Assuming the interview process is done systematically and with a sense of direction.

Interview is very important.

The material produced is helpful, however the resume and interview situation many times is more effective.

Evaluators Giving 4 Ratings

Does not allow personal relationships to be identified.

Gives needed information but lacks ability to judge people.

FINDINGS (CRITERION RELATED)

The criterion measures may measure work-developed competencies to an unknown degree.

Data in Table 4 showed the relatively discrete dimensions of the portfolio except for Planning/Goal Setting with Organizational Management and Communication with Demonstrated Leadership.

Data in Table 9 show relationships between portfolio rating and workshop ratings and standardized test measures. The PDM generated most of the significant correlations although "Theory X" was associated with Overall portfolio ratings as was PDM Bargained for Fair Solution. With the small N, the significance level for testing substantial agreement was .73 - obviously several other correlations approached this relationship. Planning/Goal Setting had the same relationship as Organizational Management did to PDM Persuasiveness, overall PDM and team PDM overall performance ratings, but Organizational Management was also related to PDM Listened to Others and PDM Bargaining for a Fair Solution ratings. These measures are consistent with the portfolio definition of Organizational Management (see p. 10).

Most other dimensions had so few significant correlations with criterion measures as to be little better than chance. Communication portfolio ratings were not related to any criterion except PDM Listened to Others and PDM Flexibility. Portfolio Decision-making ratings were related to PDM Bargaining for Fair Solutions. Demonstrated Leadership Ability ratings were related to PDM Followed up Points, PDM Listened to Others, and PDM Flexibility.

Means and standard deviations of all eight portfolios used in the field test are shown in Table 10 and Table 11.

Conclusions

Documentation had slightly more influence than writing ability on the

TABLE 9
SPEARMAN RHO RANK ORDER
CORRELATIONS BETWEEN PORTFOLIO RATINGS OF
ADMINISTRATIVE DIMENSIONS AND CRITERION MEASURES
(RATINGS AND STANDARDIZED TESTS)

Criterion	Portfolio						Overall
	P1/GS	Org	Man	Comm	DM	Dem. Ldrshp	
<u>In-Basket</u>							
Ability to Establish Priorities	-13	-20	-38	-61	00	-28	
Ability to Handle Interruptions	-18	-22	34	09	47	15	
Ability to Stick to the Task	-15	-28	-20	06	-17	12	
Willingness to Take Decisive Action	51	38	17	-06	09	06	
Willingness to Delegate Authority	36	22	18	00	09	09	
Ability to Respond to Sensitive Data	-06	-21	-58	-49	-44	-26	
Willingness to Make Terminal Decisions	61	49	33	19	26	29	
Ability to Maintain Flexibility When Needed	36	22	00	-31	-09	-18	
Overall Decision-Making	36	22	18	00	09	09	
Overall Writing Communications	00	-17	-43	-26	-51	-17	
Overall Performance - Team	00	-17	-43	-26	-51	-17	
<u>Interview</u>							
Overall - Interviewee	61	49	33	19	26	29	
Overall - Interviewer	72	71	40	19	00	06	
<u>Participative Decision-Making</u>							
Used an Identifiable Strategy	70	60	-17	00	-17	17	
Followed Up On Pertinent Points	67	72	54	19	76*	38	
Listened to Others	72	81*	76*	40	79*	44	
Persuasiveness	79*	73*	-03	24	20	50	
Oral Communication	56	65	37	15	64	33	
Bargained for a Fair Solution	70	77*	60	86*	68	84*	
Quality of Participation	70	65	19	10	43	38	
Flexibility in Reaching Decision	34	41	100*	24	81*	12	
Overall Participative Decision-Making	75*	74*	12	22	43	49	
Overall Performance - Team Rating	85*	84*	63	32	62	41	
<u>Overall Performance</u>							
Ratings	57	46	10	-15	14	06	
<u>Leadership Potential</u>							
Ratings	70	66	-26	34	06	61	

Criterion	Portfolio						Overall
	P1/GS	Org	Man	Comm	DM	Dem. Ldrshp	
<u>Communications Knowledge</u>	50	61	67	12	60	09	
<u>Leadership Opinion Questionnaire</u>							
Consideration Factor	-01	03	24	59	52	64	
Structure Factor	-34	-22	-15	-37	06	-32	
<u>Managerial Philosophies Scale</u>							
Theory X Factor	19	28	07	60	52	75*	
Theory Y Factor	47	40	46	46	03	26	

$p < .05 = .73$, two tailed test, $N = 6$

PORTFOLIO DIMENSIONS:

1. Planning & Goal Setting
2. Organizational Management
3. Communications
4. Decision-Making
5. Demonstrated Leadership Ability
6. Overall

200

TABLE 10
MEAN ($\bar{x}$) AND STANDARD DEVIATIONS (s) OF RATINGS
GIVEN ON PORTFOLIO DIMENSIONS BY FIELD EVALUATORS

Dimensions	Portfolio 1 n=4		Portfolio 2 n=6		Portfolio 3 n=5		Portfolio 4 n=5		Portfolio 5 n=4		Portfolio 6 n=5		Portfolio 7 n=19		Portfolio 8 n=5	
	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s
Planning & Goal Setting	1.5	.58	1.83	.75	1.60	.55	2.00	.71	1.50	.58	2.00	.71	2.05	.71	1.60	.55
Organizational Management	1.25	.50	1.67	.52	1.60	.55	1.80	.84	1.25	.50	2.40	.89	1.89	.81	1.80	.45
Communications	1.00	.00	2.00	1.10	1.80	.84	16.0	.55	1.75	.50	1.80	.84	2.11	.88	2.80	.84
Decision-Making	1.50	.58	1.67	.52	1.60	.55	2.00	.71	2.00	.82	2.40	1.14	1.95	.85	1.80	.84
Demonstrated Leadership	1.50	.58	1.83	.75	2.20	.84	1.60	.55	1.75	.50	2.00	.71	2.28	1.27	1.60	.89
Overall	2.00	.82	2.33	1.03	2.60	.55	2.80	.84	2.75	.50	3.20	.84	2.76	.67	3.40	.89

portfolio rating; the portfolio as a procedure has some usefulness; Organizational Management portfolio ratings were most related to criterion measures of all the portfolio dimensions; only one standardized test score was related to portfolio ratings ("Theory X" with Overall Effectiveness); the portfolio administrative dimensions are different enough to warrant maintaining each of the five at this time.

The procedure appears to have yielded enough evidence of validity with the small N of completed portfolios and workshop assessments to justify further use and research into its intended purpose.

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July 1, 1978
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TABLE 11
MEANS, STANDARD DEVIATIONS
AND DESCRIPTIVE TERMS FROM
NATIONAL NORMS OF THE
STANDARDIZED MEASURES

Criterion	N	$\bar{X}$	SD	Descriptive	
				Data	Words
<u>Communications Knowledge</u>	6	62.17	6.24		High
<u>Leadership Opinion Questionnaire</u>					
Consideration	6	55.33	3.56	PR10	Low
Structure	6	44.33	4.08	PR60	Aver
<u>Managerial Philosophies Scale</u>					
Theory X	6	71.33	12.74	T47	Aver
Theory Y	6	64.33	5.32	T47	Aver

NOTE. The descriptive data and words for interpretation of the means were taken from the manuals. These are LOQ Percentile Ranks (PR) based upon a sample from Education and MPS T-Scores, where raw scores are set equal to a $\bar{X}$ of 50 and SD of 10 from all in the norming population.

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Project No. 498AH70068
Grant No. G00-77-01926

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Guide: Administrative Competency Portfolio

1978

Prepared under a grant from:
U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Occupational and Adult Education

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinion expressed herein does not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

The Guide and its Manual may be obtained from the Sex Equity Specialist, Kansas State Department of Education, 120 E. 10th, Topeka, Ks. 66612

PREFACE

The Guide: Administrative Competency Portfolio was produced by the staff of the Vocational Education Research Project as part of its goal "To Study a Program to Overcome Sex-Bias Barriers in Women's Qualifications for Vocational Administrative Posts". This project was funded for 1977-78 by HEW. A stated objective was "to develop procedures to assist women who aspire to vocational administrative posts but who do not have required work experience outside education".

Our initial research, which was restricted to the state of Kansas, indicated that there are both teaching and administrative certification requirements in Kansas that aspiring women administrators must meet.¹ However, employers in Kansas vocational education administration often have an informal criteria of work experience that is considered in employing. Those applicants who have had previous experience in commerce and/or industry which increased their occupational skills or their managerial/administrative abilities are at a hiring advantage. Their exposure to service areas beyond their area of certification is also helpful.

A project survey identified few women administrators in vocational education, but many women teachers who do perform administrative responsibilities. These women had work patterns similar to women in general. Present were a variety of patterns, including interrupted careers, delayed entry into the official work force, volunteer experiences in the unofficial work force, unpaid assistance with family firms, as well as the traditional paid work pattern common to most men. These career patterns often result in the development of competencies relevant to administration which are

1-Neely, Margery. To study a program to overcome sex bias barriers in women's qualifications for vocational administrative posts. Interim Report. Manhattan, Kansas: Kansas State University, February, 1978, USOE Grant #G00-77-01926

not reflected in the paid work history cited in the traditional resume.

The staff decided that Kansas women who aspire to vocational administration posts would be most realistically assisted by developing a procedure to:

- .demonstrate areas of competence in administration that have been acquired through unpaid/volunteer experiences and through paid work experiences where administrative responsibilities were held.
- .demonstrate breadth of exposure to several service areas beyond the teaching service areas that resulted in competence development. These might have been acquired through unpaid/volunteer experiences as well as through paid work experience.

The selection of competence areas within administration for portfolio emphasis involved analysis of the abilities required in job descriptions circulated for vocational administration posts in Kansas, a review of educational and vocational education administration literature for competency groupings, and a survey of the literature on non-traditional assessment techniques to determine clusters of professional/managerial skills. This literature review is contained in the attached reference list.

In December of 1977, a group of one hundred vocationally certified women teachers were selected at random from those women teaching in vocationally reimbursed programs in Area Vocational Technical Schools, Community Junior College and Unified School Districts in Kansas. This group received the project questionnaire. Eighty-eight women students in all service areas who were working toward final certification requirements were also drawn at random to receive the questionnaire. Teachers and students were invited to return a postcard indicating their interest in building an Administrative Competency Portfolio. Those women who elected to participate received the working draft of this Guide in March, 1978, and submitted their finished portfolios in April. They were self-directed in working through the Guide

and proved that completion of the portfolio is possible! Their feedback on the helps or handicaps of the working draft have influenced the final Guide.

In the same December questionnaire mailing, two groups of one hundred administrators and one hundred Policy Board heads were drawn from groups in the same three settings - Area Vocational Technical Schools, Community Junior Colleges and Unified School Districts. Those receiving the questionnaire also received a postcard to return to indicate their interest in evaluating the finished Administrative Competency Portfolios in the spring. Twenty-five administrators participated in groups of eight at three evaluation sessions across the state in May, 1978. All portfolios were examined an average of five times. Administrators were asked to comment in writing on value of documentation items, the effectiveness of the portfolio procedure, and suggested changes in format, presentation, etc. An informal discussion hour followed each evaluation session. The administrators referred to in the Guide are these groups who volunteered their time. Their comments helped determine the format the finished portfolio should take and were essential in deciding the final directions for this Guide.

The Administrative Competency Portfolio as conceived would:

- .be included along with required application paper work in applying for a vocational education administration position.
- .present to vocational education employers a stronger support of administrative abilities and breadth of exposure to all service areas than the traditional application form resume presents.
- .incorporate unpaid/volunteer experiences equally with paid work experiences in the portfolio's presentation of administrative competencies.
- .increase the consideration given to women vocational teacher applicants so a higher percentage will be considered for interviewing during the hiring process.

Our sincere thanks go to those women who developed portfolios and to the administrators who evaluated them. Their enthusiasm and effort has

encouraged us in working toward our project goals.

We hope that the Guide will facilitate the presentation of administrative competencies for women aspiring to vocational education administration and that their portfolios will ease the difficulty of assessing their competencies for hiring administrators. Good luck to you who are about to begin!

June 1978

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ACKNOWLEDGEMENTS

This Guide was prepared under the direction of Dr. Margery A. Neely, Project Director and Dr. Alfred P. Wilson, Assistant Director. Major responsibility for the production of the document was assumed by Marcia R. Schuley, Project Coordinator and Marilyn R. Legg, Associate Coordinator.

Special thanks go to Dr. John D. Steffen and Ms. Roberta Flaherty of the Office of Non-Traditional Study who critiqued and reviewed the initial drafts. Appreciation is expressed to our typists, Eleanor Vaughn and Barbara Lutz, and to the members of the Educational Personnel Class who field tested the Guide: Richard Carlton, Katherine Moore, Patricia Green, Carol Peterson and Judy Ward.

We are also grateful to our Blue Ribbon Advisory Board whose guidance and recommendations enriched the overall project effort. Serving on the Panel were:

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"I'd like to become an administrator in a Vocational Education setting.

I really think I'm qualified and can meet the requirements for the position."

...Teacher in Vocational Education

"We'd like to hire qualified women for some of our administrative positions.

We're looking for people who are competent and can do a good job."

...Administrator in Vocational Education

Questions arise. What does QUALIFIED mean? Can qualifications be demonstrated? What are the best methods for demonstrating them? Most states have established education and certification standards for administrative positions in education. However, the evaluation of the competencies that qualify one to perform administrative functions becomes difficult. Is competency determined by the amount of time spent in paid work? If so, women may come up short. Their employment records may not reflect the breadth and the depth of administrative skills that they have performed. The unpaid/volunteer experiences in which they may have developed managerial/executive abilities present an assessment problem for potential employers. The Administrative Competency Portfolio provides women a means to demonstrate the range and the level of their administrative skills and knowledge. It is a bridge between the resume and the interview in the hiring process.

While the resume reflects the employment and educational history of the applicant, the interview provides a means to demonstrate the more intangible qualifications of energy level, integrity and interpersonal skills. The competency portfolio now allows applicants to better identify those abilities not represented through their employment records. It provides a broader base of information, combined through personal input, to project a more complete competency profile. Building the portfolio may also heighten the applicants' awareness of their competencies and increase their confidence in the interview process.

When asked to rate "the effectiveness of the portfolio procedure as a means to further identify administrative competencies", professional administrators commented that the portfolio:

- .Helps recap all experiences as well as indicates a serious attempt at giving the prospective employer a full picture of the applicant
- .Shows specific abilities of an individual
- .Allows a contemplative evaluation
- .Provides an order to information available to prospective employers

All administrators noted that the interview remains the final selection step, but that the portfolio may give great insight into experiences and competencies that cannot be gained through evaluating the transcript, resume and interview.

The Guide has four development stages which include exercises designed to help you build the Administrative Competency Portfolio. Your finished portfolio will be assembled with the following sections:

- I. Narrative
- II. Competency Profile Sheet
- III. Table of Contents to Life Experiences and Documentation Items
- IV. Individual Life Experience Description, supported by items of documentation

Don't focus on the total package yet. Concentrate on each unit, take one step at a time! Do read the Glossary of Terms on the following page. We recognize that the terms used within the Guide may be new and somewhat ambiguous. We offer the following definitions to clarify our usage.

GLOSSARY OF TERMS
WORDS COMMON TO THE GUIDE

Portfolio	A folder of information that is brought together to reveal past experiences and accomplishments. It can be a means for organizing and disseminating prior experience into a manageable form for evaluation.
Areas of Competence	Five categories of skill and knowledge identified as essential to Vocational Education Administration: PLANNING & GOAL-SETTING, ORGANIZATIONAL MANAGEMENT, DECISION-MAKING, COMMUNICATION, DEMONSTRATED LEADERSHIP ABILITY.
Competency	The ability to show the level of <u>skill and knowledge</u> necessary to attain a goal.
Competency Statement	A statement which asserts what you know and can do.
Selected Life-Experiences	Abbreviated identifications of the situations in which administrative competencies were developed.
Documentation	The validation or proof that you use to support your claims to skill and knowledge in the specified areas of competence.

PORTFOLIO STAGES

Identification	The process of determining your skills and knowledge acquired through your varied life experiences.
Articulation	The process of communicating the level of your knowledge and skills in competency statements and descriptions of Life-Experiences.
Documentation	The process of selecting evidence or proof to validate the competencies demonstrated in Life-Experience descriptions.
Organization	The process of ordering materials within a Table of Contents, the development of the Narrative and assembling of portfolio.

GLOSSARY OF TERMS

PORTFOLIO SECTIONS

I. Narrative

A brief account that allows you to "tie it all together" and presents you as a person. It functions as an overview of the competencies you claim, introduces experiences contributing to the development of your abilities, and addresses your future goals or aspirations.

II. Competency Profile Sheet

An organizational chart which answers the following questions:

.What are the areas of competence required in the job position?
(Identification of five key dimensions of Vocational Education Administration)

.In what setting or through which roles were your competencies in each area developed?
(Listing of Life-Experiences selected for further discussion)

.Which life experiences contributed to the development of Competence Areas?
(Keying of Life-Experiences to Areas of Competence for quick referral)

III. Table of Contents to Life-Experiences & Documentation

A concise list which titles the described life-experiences and identifies documentation items which follow each selected experience.

IV. Description of Selected Life-Experiences

Short narratives that clarify the setting, functions exercised, or responsibilities assumed in the learning activity, job, organization or roles identified. Included are competency statements asserting what you know and can do as a result of the Life-Experience.

V. Documentation

The validation or proof that you use to support your claims to skill and knowledge in the specified Areas of Competence. It may be in the forms of letters of evaluation, transcripts, samples of work, etc.

Adapted with permission from ED 126 989. Contracting Materials: Vermont Community College, 1975. These materials were developed under the direction of L.A. Daloz.

STAGE I
IDENTIFICATION

IDENTIFICATION

"Yes", you've said, "I know I can perform many if not most of the functions required in Vocational Education Administration." In recognizing your competencies you have begun the first step of portfolio development-identification. What else do you know and can you do that you might identify?

Where did you acquire these competencies?

A. SIGNIFICANT LIFE-EXPERIENCE TIME-LOG

The objectives of this exercise are:

- .to identify your learning and skill building experiences
- .to explore the variety of settings for competency development

As you work through this stage, try to identify as many experiences as possible to provide material for later analysis. Consider more than your paid work experiences in completing the exercise. In limiting yourself, you risk overlooking valuable learning and skills acquired in other settings. Examine your volunteer experiences and your varied role situations...wife, mother, student, teacher, scout leader, publicity chairperson. Examples of volunteer/role positions might include:

- | | |
|---------------------------|---|
| .internships | .apprenticeships without pay |
| .service organizations | .elective offices held without pay |
| .managing a home and job | .time contributed to supervising youth groups |
| .volunteer work in social | .co-managing a family business or farm |
| service agencies | .continuing an education and rearing |
| | children as a single parent |

Remember too, that in Vocational Education Administration, the breadth of your experiences in all service areas is beneficial. Your childhood on a farm, coordinating the activities of harvest workers, may enhance your employability.

In Appendix A forms are provided on which you can summarize the significant experiences of your life. These are for your benefit and will not be submitted in the final portfolio. Please take out Form A, "Significant Life-Experience Time-Log". For now, forget the administrative emphasis of the guide. Start with the present and begin to review your life, looking at significant experiences that contributed to your learning and skill development. Use as many forms as you need and list all possible situations. Your experiences may vary in time length and may have occurred simultaneously. Keep in mind, they are only a memory jog for you. Build a time-log that indicates what you were doing at various periods. List the dates and the experiences as you recall them. You'll later lift those experiences in which you learned, developed and practiced certain dimensions of administration, but not yet! For now, ignore the Areas of Competence column. A sample of one person's log is shown on the following page. When you've finished your chronology, continue to Exercise B.

SIGNIFICANT LIFE-EXPERIENCE

TIME-LOG SHEET

PLANNING AND GOAL-SETTING

ORGANIZATIONAL MANAGEMENT

COMMUNICATIONS

DECISION-MAKING

LEADERSHIP ABILITY

Dates	Experiences	Areas of Competence				
1977-8	Coordinator of Research Project					
1974-8	Kansas Vocational Association Leadership Position					
1975-6	Workshop Origination and Leadership					
1975-6	Graduate study/work/single parent					
1975-6	City Library Board					
1969-75	Origination of Christmas Ornament Business					
1974-5	Arts Council-Organization of Picture Lady Program					
1972-5	Girl Scout Leader					
1971	President-Panhellenic Association					
	Ladies' Reading Club					
1970-4	Bazaar Chairperson, Program Work					
1969	Democratic Club-Campaign activities					
1966-8	Jaycee Jayne's Membership, Home Tour, Christmas Bazaars, Membership Chairperson					
1962-4	Teacher in Area Vocational-Technical School (Business Education)					
1964-6	Army Wife, Mother, Wife's Club activities					
1957-61	Graduate School Education with leadership roles					

B. "I Can" CHECKLIST FOR COMPETENCE AREAS

Identification of Contributing Experiences

The objectives of this exercise are:

- .to recognize clusters of skills and knowledge in areas of competence
- .to identify your acquired administrative abilities and strengths
- .to affirm your confidence in your capability to perform tasks
- .to consider possible models for writing your own competency statements
- .to identify the "Significant Experiences" contributing to competency growth

Job descriptions for administrative positions in Vocational Education settings emphasize five key areas of competence in which applicants need to be qualified.

PLANNING AND GOAL-SETTING

ORGANIZATIONAL MANAGEMENT

DECISION-MAKING

COMMUNICATION

DEMONSTRATED LEADERSHIP ABILITY

Short descriptions of each dimension are presented in this section. "I Can" statements follow these to illustrate the types of knowledge or skills that might support a claim to competency in each area. As you go through these lists you'll be checking those items which you know you can do because you've done them. Don't worry about how many you're able to check, nor whether you were paid to perform them.

Keep your "Significant Life-Experience Time-Log" (Form A) out and available to you. You're about to kill two birds with one stone and practice maximum efficiency! As you work through each "I Can" list, be prepared to place your "Time-Log" parallel to the list on which you're working.

Now, please continue to the next page.

PLANNING AND GOAL-SETTING

Planning is a process of preparing a set of decisions for future actions aimed at achieving goals by the most appropriate means. It incorporates the skills of appraising, determining, projecting, establishing, formulating, developing, designing and programming. The goals and objectives for planning must be set and are specific in context, e.g. facilities, fiscal, resource allocation or program planning. The planning-time may be short or long range but must insure adaptability and efficient use of resources.

Educational planners may follow a series of logical steps:

- .appraising or assessing the political, economic, social environment their schools will encounter
- .determining or deciding changes in learner or patron needs
- .projecting or foreseeing an image of the desired goals to be followed
- .establishing or setting up the communication and information paths to involve institutional and other personnel in the planning processes
- .formulating or translating the broadly determined objectives into functional programmatic efforts
- .developing or designing detailed procedures and decisions by which goals can be achieved and evaluated

Homemakers, volunteer leaders, and business managers must follow similar steps, only in different settings. The skills are transferrable. Have you used them? On the next page read through some competencies that might be clustered under this area. If you think of additional items, add them to the list!

PLANNING AND GOAL-SETTING

1. Place a check by each statement you know you can do because you have done it.
I can:

Diagnose the needs of individuals, organizations and communities.
 Identify implications for broad goals of a program.
 Formulate broad goals and policy positions.
 Establish effective priorities among competing requirements.
 Develop plans for day to day preparation and monitoring.
 Develop and work within an agenda.
 Determine the need for and develop alternative plans for emergencies.
 Develop staffing plans.
 Prepare a staffing plan and present the rationale for it.
 Plan and implement personnel policies and review them.
 Establish production or activity goals.
 Develop an organizational chart so channels of decision and authority are shown.
 Devise a training plan to include objectives, method, budget, materials and evaluation techniques
 Develop strategies for effecting change in organization procedures.
 Plan a promotional campaign to inform the public of available services.
 Develop plans in context of budget constraints.
 Develop plans and procedures to identify and obtain external resources to support programs.
 Prepare and use a budget.
 Establish procedures to monitor income and expenditures.
 Determine the cost effectiveness of alternative plans for operations.

2. Look across to your Time-Log Sheet. Go down the page and think briefly about each experience. What was involved here? Was this when you developed some of the competencies of PLANNING and GOAL-SETTING you've just checked? X-OUT the PLANNING and GOAL-SETTING box opposite each contributing experience, i.e. involving some aspect of planning and goal setting. When you've gone through your experience list, continue to the next page.

ORGANIZATIONAL MANAGEMENT

Organizational management is concerned with seeing that plans get put into operation. It includes the elements of organizing, coordinating, managing, supervising, consulting and evaluating. Organizing, as an activity, requires the arranging and structuring of relationships so that things keep going. Coordinating brings people, material, ideas, techniques together so that the educational program, the operation and maintenance of the plant, the financial affairs and administrative personnel policies operate in productive relationships. Managing provides a stabilizing influence that promotes efficiency and productivity through teamwork and consideration. It is geared for maintenance rather than for change. Supervising determines whether conditions exist which will make attainment of objectives possible. Evaluating is more concerned with the efficiency with which enterprises attempt to achieve their purpose.

Women, who simultaneously work, manage homes and rear children may be experts in organizational management. Those who continue their education, while successfully maintaining jobs, must also be competent in this area. The multitude of volunteer organizations in America are dominated by women who carry out the objectives of the organizations while still functioning in other roles. Do you fit into one of these categories? On the next page, affirm your abilities in ORGANIZATIONAL MANAGEMENT!

ORGANIZATIONAL MANAGEMENT

1. Place a check by each statement you know you can do because you have done it. I can:

Secure the services of an appropriate consultant.
Plan conferences, workshops, seminars.
Coordinate the execution of simultaneous projects.
Guide the implementation of plans.
Determine deadlines and schedules necessary to meet goals.
Establish and maintain procedures to monitor activities.
Manage proposal development for maintaining programs.
Select and/or recruit individuals for jobs or activities.
Arrange for and monitor training of personnel.
Establish duties and/or work hours for staff or volunteers.
Delegate responsibility to other people.
Establish methods to determine if individual responsibilities have been met
Deal with staff/volunteer relation problems.
Manage a person whose technical competence in a given area (computers,
accounting) is greater than mine
Prepare and submit an organizational budget.
Prepare cost estimates on the best use of people, time and materials.
Train others in financial management procedures.
Monitor income and expenses and make necessary budget adjustments.
Employ appropriate accounting and/or bookkeeping techniques with a budget.
Make recommendations for promotion or salary increase of assistants.
Evaluate written recommendations of a working staff.
Examine the outcome of a task against the objectives.
Conduct the evaluation of a program, job, etc.
Assume the role and responsibilities of superiors in their absence.

2. Now, look across to your Time-Log Sheet. Go down the page and think briefly about each experience. What was involved? Did you develop some of the competencies of ORGANIZATIONAL MANAGEMENT you've just checked? X-OUT the ORGANIZATIONAL MANAGEMENT box opposite each contributing experience. When you've gone through your experience list, continue to the next page.

COMMUNICATIONS

Communications is the activity of disseminating meanings throughout the organization for thought interchanges and coordinating efforts. School administrators find themselves communicating in both oral and written form with their staff, students, and the general public. The behavior of individuals or organizations is influenced through communications. Activities in this dimension may be divided into four categories:

---giving directions to individuals or to groups. These activities can include supplying information, instructing, making assignments, advising, correcting, or persuading by such methods as conferences, lectures, bulletins, memos, letters or posters.

---obtaining information. This can include follow-up studies, surveys, interviews, observations, and listening to discussions.

---cooperating, collaborating, and interacting. These encompass discussion, conferences, and negotiations.

---building the structures through which formal and informal communications take place. The formal structure requires the establishment of channels that everyone recognizes in the communications chain of command. This can include setting up committees, soliciting individual contributions, and arranging conferences.

These careers most common to women - teaching, clerical and health, depend heavily on communication skills. Does this include you? In what communication categories have you been involved? On the next page, check the tasks you have done and can do.

COMMUNICATIONS

1. Place a check by each statement that you know you can do because you have done it. I can:

Describe the public policy issues relevant to a problem. _____

Present arguments and evidence to support a position. _____

Establish an interchange with representatives from the target group, business and industry, local government, state, federal, etc. _____

Plan and develop a public relations program to interpret goals of an organization. _____

Gather information by conducting interviews, confirming facts, identifying trends, locating background data _____

Write news stories, fact sheets, speeches or other materials describing the organization and its program _____

Prepare audio-visual materials, and/or films. _____

Coordinate development of materials for production. _____

Work with mass media (press, radio, television) to coordinate or promote an organization. _____

Publicly deliver speeches, give interviews, participate in panels. _____

Publicize and promote organizational materials. _____

Conduct staff meetings to keep staff informed. _____

Develop a clear, written statement of organizational purpose so that staff members are appropriately informed _____

Attend a meeting of a professional or occupational society as a representative of an organization and report it to appropriate staff. _____

Plan distribution of publications and other materials. _____

Conduct and direct public affairs and ceremonies. _____

Determine communications techniques appropriate to each audience. _____

Identify representatives of other organizations and of local, state and federal government to receive organizational activities' information. _____

Write research reports. _____

Prepare reports to help others plan similar projects. _____

Prepare concise, informative, factual business letters, memos, and reports. _____

2. Again, review the items you've checked. Look at your Time-Log and X-OUT the COMMUNICATION box opposite the experiences that contributed to your COMMUNICATION competency development.

DECISION-MAKING

A decision can be defined as a conscious choice made from among an established set of often competing alternatives. The making of decisions refers to the process by which intermediate objectives are determined and implemented. Decision-making includes:

- ...the diagnosis or awareness that a decision is needed.
- ...the discovery of alternative actions.
- ...the choice among alternatives.
- ...action upon the chosen alternatives.

The awareness or diagnosis of the decision starts with the identification and clarification of a problem. Diagnosis calls for delineating the problem, identifying probable causes, outlining requirements for a solution and stating the limits on a solution search. The discovery of alternatives requires imagination and originality to produce creative approaches. Choosing among alternatives is a reduction process that requires obtaining information, applying decision rules, thought and confirmation of the indicated choice. The final action stage fixes responsibility for carrying out and operationalizing the choice.

You've been making decisions all your life---what career to follow, what job to accept, whether to marry. However, some of your roles, activities or jobs have required more decision-making than others. In some, the consequences of your decision had implications for other people, programs or processes. On the next page, check the decision-making competencies you can do because you have done them. Add to the list if you wish.

DECISION-MAKING

1. Place a check by each statement you know you can do because you have done it. I can:

Establish priorities to guide the sequencing of decisions. _____

Establish organizational structures and procedures to involve significant others in decision-making. _____

Terminate projects, people, and/or processes when necessary. _____

Deal well with the unexpected or critical. _____

See a problem and act to solve it. _____

Identify opposition groups and select techniques which will best counter their plans and arguments. _____

Define and limit the basic issues in a problem area. _____

Identify areas where change is needed. _____

Determine how best to train individuals who may differ in backgrounds and experiences. _____

Determine the cost effectiveness of various training approaches. _____

Determine the number and type of individuals and the amount of time needed to accomplish a given task or activity. _____

Identify channels to change. _____

Identify the resources in personnel, money, materials, time and authority needed to accomplish established objectives. _____

Identify the method of evaluating effectiveness in meeting the goals and objectives. _____

Appoint committees of staff for special purposes. _____

2. As you review the items you've checked, look again at your Time-Log. In which experiences did you learn, develop or practice these competencies? X-OUT the DECISION-MAKING box opposite each experience that contributed to your growth in DECISION-MAKING.

DEMONSTRATED LEADERSHIP ABILITY

Leadership ability is a person-dominant behavior that requires a flexible, adaptive performance by the individual for maximum effectiveness. It incorporates the aspects of mentoring, leading, persuading and negotiating. Leaders are able to employ stimulation and persuasion techniques to motivate groups to trust their judgments about priorities and directions for the group. While acting as change agents, they use creativity to initiate new structures for accomplishing organizational goals. They have the ability to work with groups of individuals to establish policies that affect their behavior, maintaining group solidarity while accomplishing objectives with group cooperation. Leaders are able to give and take within the limits provided by authority, or within the framework as the perceived requirements of a program. Their authority is given to them by fellow group members rather than by power sources outside their group. Effective leaders in Vocational Education are seen as high in consideration and initiation of structure.

The elective or appointive offices that you've held within professional organizations or civic groups may demonstrate this dimension. Your assignment to administrative/managerial duties in your job reflects others' recognition of these competencies. On the next page, check those items you know you can do, because you have done them.

DEMONSTRATED LEADERSHIP ABILITY

1. Place a check by each statement you know you can do because you have done it. I can:

Enlist the support of the governing body and staff in the utilization of volunteers. _____

Work creatively within the structure of relationships and the setting of the organization, i.e. local agency to national office. _____

Develop and use techniques which will minimize conflicts between paid and volunteer workers. _____

Help supervisors with personnel problems. _____

Identify significant individuals and groups (such as community leaders, government officials, legislators) who can help to implement change in a specific problem area. _____

Build good working relationships with those who will be affected by proposed changes. _____

Identify potential allies and select techniques which will enlist their support. _____

Build good working relationships with legislators and government officials (local, state or federal). _____

Conduct negotiations with an awareness of the necessity of compromise. _____

Use techniques for crises management and describe why they are different. _____

Use methods of conflict resolution and describe when they are appropriate. _____

Resolve conflicts among organization members. _____

Negotiate with other units within the organization in order to bring about a just allocation of space and facilities. _____

Represent my organization in dealings with "outside people". _____

Set group priorities. _____

Employ authority to accomplish goals through cooperation of a group. _____

Initiate and move into new situations on my own. _____

Organize my time and work with self-direction without supervision. _____

Use human relation techniques in working with groups. _____

Persuade and influence in favor of a point of view. _____

2. For the last time, review the items you've checked. Look at your Time-Log and X-OUT the DEMONSTRATED LEADERSHIP box opposite each experience that contributed to Leadership Abilities that you can demonstrate.

SAMPLE
SIGNIFICANT LIFE-EXPERIENCE

TIME-LOG SHEET

Your Time-Log may now look like this! It may have fewer or more X's.

PLANNING AND GOAL-SETTING
ORGANIZATIONAL MANAGEMENT
COMMUNICATIONS
DECISION-MAKING
LEADERSHIP ABILITY

Dates	Experiences	Areas of Competence				
1977-8	Coordinator of Research Project	X	X	X	X	X
1974-8	Kansas Vocational Association Leadership Position	X	X			X
1975-6	Workshop Origination and Leadership	X		X		X
1975-6	Graduate study/work/single parent		X		X	
1975-6	City Library Board				X	X
1969-75	Origination of Christmas Ornament Business	X	X		X	
1974-5	Arts Council-Organization of Picture Lady Program	X	X	X	X	X
1972-5	Girl Scout Leader	X	X		X	X
1971	President-Panhellenic Association		X			X
1970-4	Ladies' Reading Club Bazaar Chairperson, Program Work	X	X			X
1969	Democratic Club-Campaign activities		X	X		
1966-8	Jaycee Jayne's Membership, Home Tour, Christmas Bazaars, Membership Chairperson	X	X	X		
1962-4	Teacher in Area Vocational-Technical School (Business Education)		X	X		
1964-6	Army wife, mother, Wife's Club activities	X	X			
1957-61	Graduate School Education with leadership roles G20			X		

STAGE II
ARTICULATION

ARTICULATION

The identification process has taken you through a review of your Significant Life-Experiences and a narrowing focus on their administrative aspects. At this point you have as many completed Form A Time-Logs as you needed to list your Significant Life Experiences. You also have X's placed in the Areas of Competence columns of those forms. These X's identify the experiences contributing to the development of competencies within each area. Now, you are ready to communicate your administrative competencies. You have reached the ARTICULATION phase!

In this stage you will:

- .select and record your Selected Life-Experiences on the Competency Profile Sheet.
- .develop competency statements that assert what you know and can do at a specific level.
- .describe the Selected Significant Life-Experiences integrating your competency statements.

A. Selection of Life-Experiences

Which significant Life-Experiences should you select for further description? Certainly, you will want to choose those that highlight your abilities to potential employers. You will also want to consider the documentation you can provide to support your claim to competencies as a result of these experiences. Look at the X's you've placed in the Areas of Competence column. Several criteria can be used for the selection process. You can choose an experience that:

.includes a cluster of three or more X'd boxes.

1960-78 Co-owner and manager of family farm or business

This experience involved or indicated many areas of competence and would demonstrate the wide breadth of your competencies.

PLANNING	ORGANIZATIONAL	COMMUNICATIONS	TECHNICAL	MANAGEMENT	LEADERSHIP	ABILITY
X	X	X	X	X		

.indicates competency depth in supporting an area of competence

1965 Public Relations Chairperson, Kansas Vocational Association

Here, you were involved in all aspects of communication and can provide documentation of your writing or speeches to support your competence.

PLANNING	ORGANIZATIONAL	COMMUNICATIONS	TECHNICAL	MANAGEMENT	LEADERSHIP	ABILITY
		X				

.presents an area of competence unrepresented by previous experiences.

1964-5 Treasurer, Little Theater

Your experience in deciding financial matters and budgeting might be illustrated with this example.

PLANNING	ORGANIZATIONAL	COMMUNICATIONS	TECHNICAL	MANAGEMENT	LEADERSHIP	ABILITY
		X				

.represents exposure to a service area beyond your area of specialization.

1960-7 Red Cross Volunteer

Your Organizational Management experiences in health may indicate your understanding of other Vocational Education Service area.

PLANNING	ORGANIZATIONAL	COMMUNICATIONS	TECHNICAL	MANAGEMENT	LEADERSHIP	ABILITY
	X		X	X		

Try to limit your selection of experiences to those most significant in the development of your competencies. Administrators stressed brevity, conciseness and pertinence of information. Consider consolidating several experiences which support similar areas of competence. i.e. Ladies' Reading Club, Democratic Club, Jaycee Jaynes, might be discussed as "Civic Committee Work" contributing to the development of organizational management and planning and goal setting skills.

B. Completion of Competency Profile Sheet

In Appendix B, you'll find Competency Profile Sheets. These are included for your rough drafts. The Areas of Competence are identified in the first column. Remember, if you have a specific job description that emphasizes other areas, do adapt or substitute these areas. Focus on the competencies specifically required for a job.

Now, record a brief identifying title for each of your Selected Experiences in the angled slots. Use full title of organizations, positions, etc., to increase clarity. Assign a number to each Selected Experience to facilitate later organization and tabbing in the assembling process. See Step 1 on the following page for an example.

Across from each Area of Competence, X-out the Selected Life-Experience that contributed to the development of this competence. In doing this you create a horizontal row of X's that indicate which experiences led to your competence in each area. See Step 2 on the following sample page.

For your final copy, you will need to replicate this sheet on good bond paper. Check carefully for typing or spelling errors. You will place the Competency Profile Sheet in your own Administrative Competency Portfolio to introduce examiners to the organizational structure of the portfolio. It will also help you in beginning the next task, writing Competency Statements.

COMPETENCY PROFILE SHEET

STEP 1. Assign titles to your Selected Significant Life Experiences.
Assign numbers to each Selected Significant Life Experience.

STEP 2. (X) Indicates which Experience illustrates development of this competence.

Coordinator of Research Project

Coordinator of Picture Lady

Teacher in Area School

Kansas Vocational Leadership

Christmas Ornament Association

Graduate School Business Leadership Roles

Civic/Community Work

Youth on Farm

1 2 3 4 5 6 7 8 9 10 11

Areas of Competence

Selected Life Experiences

Planning and Goal Setting

X X X X X

Organizational Management

X X X X X X X

Communication

X X X X X

Decision-Making

X X X X

300 Demonstrated Leadership Ability

X X X

← Step 2

G25

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C. Competency Statement Development

You're now at a critical point in building your portfolio...developing the competency statements. Experience has shown that this may be mildly distasteful, but like spinach, it is GOOD for you! Feedback on this exercise indicates it does result in the expected outcomes. Persist and Persevere!

The objectives of this exercise are:

- .to assert what you know and can do in each Area of Competence.
- .to describe your competencies in a way that might be evaluated.
- .to anticipate the documentation to validate your statements.

The expected outcomes are:

- .to increase your awareness of the specific level of your knowledge and skill in each area.
- .to allow integration of the statements in your description of Selected Life Experiences.
- .to provide you concrete data for use in the interview process.

Take out or duplicate the Competency Statement worksheet in Appendix C. You will use this completed sheet to help you move into descriptions of your Life-Experiences and will have it to keep in a portfolio file for future use.

Look at the first area of competence on your Profile Sheet...PLANNING AND GOAL-SETTING. Note that by X-ing the boxes across from this area you affirmed that you have a general competency to establish short and long term plans to set goals.

Now, work to develop supporting statements that become more specific. Use the present tense to emphasize your existing competence. The "I Can" lists may serve as models for your statements. The descriptive paragraphs on the Competence Areas given earlier may suggest possibilities. Think back on the Significant Life-Experiences you have selected, remembering what you did. Try to relate the functional responsibilities and your learning in

these situations to what you know and can do now.

You cite an ability to communicate effectively that was developed through several experiences. Begin to write sentences that are concrete, observable assertions of your competency in several dimensions of COMMUNICATION. For example:

I am able to communicate effectively in both oral and written form:

I can interview:

- .students to determine strong points and placement in the program
- .employers to determine what they want from a student trainee.

I can write:

- .concise business letters.
- .goals and objectives in measureable terms.
- .informative news stories.
- .evaluative instruments.
- .proposals for development of new programs.

I can advise students on desirable courses of action in seeking jobs or training.

I can speak formally or informally to small or large groups.

I can listen to students with a great deal of patience and understanding.

I can gather information from the business world on trends in my field of education through my listening and survey skills.

As you write these competencies, think ahead to what documentation or proof you could provide to support these claims to competency.

Here are some words that might help you be more specific in describing your competencies:

<u>Decision-Making</u>	<u>Demonstrated Leadership Ability</u>	<u>Communication</u>	<u>Organizational Management</u>	<u>Planning and Goal-Setting</u>
identify	initiate	inform	implement	forecast
define	motivate	instruct	organize	determine
terminate	persuade	assign	coordinate	develop
appoint	negotiate	advise	manage	formulate
reassign	mentor	correct	supervise	schedule
choose	create	lecture	consult	establish
act	establish	interview	evaluate	budget
solve	resolve	tutor	review	program
	direct	listen	select	design
	preside	counsel	prepare	
	promote	write	monitor	
		compile	train	
		speak	delegate	

There is no magic in the number of statements you develop. When you are satisfied with your statements continue to Exercise D.

D. Description of Selected Life-Experience

The objectives of this stage are:

- .to provide details of the functions exercised in each experience and the outcomes achieved.
- .to delineate the organizational structure and your role within it.
- .to identify the learning and skills acquired in the experience.

The Life Experience descriptions provide a setting for more complete discussion of your competency development and will integrate the statements you've just finished. You will want to consider the work content skills involved in the experience, i.e. those technical aspects such as enough detail that the transferable skills you used are also apparent--i.e. how to solve problems, make decisions, involve people. In addition, you may indicate the adaptive skills you possess, such as initiative, persistence, creativity. Work to clarify the functions you exercised in each activity or role, the accomplishment of the experience and the resulting effect on

you. Keep in mind that a short description is more difficult to create than an expansive one. Also, as experiences may differ in their importance to your competency development, so your treatment may vary. Seek to use action verbs to convey the exactness of your functions...lecturing, budgeting, initiating. The original "I Can" statements and your own competency statements may guide you. Be conservative in using "I Can" as the standard beginning phrase.

You'll want to consider several factors in writing your descriptions:

1. The amount of time that you were engaged in the activity.
2. Where the experience occurred and under whose sponsorship.
3. The way in which you were involved, what you did, and what resulted.
4. Your position in the experience or relationship to others.
5. The name of any supervisor responsible.
6. The number of people responsible to you and their role.
7. The amounts of money involved in budgeting, marketing, or sales that you supervised.
8. How the experience increased or involved:
 - .specific work-content skills, e.g. accounting, proposal writing.
 - .transferable functional skills, e.g. organizing, budgeting
 - .adaptive skills, personal characteristics or qualities, e.g. persistence, independence or initiative.
9. Additional reading, study, workshops, that contributed to your skill.
10. The areas of competence that were developed as a result of the experience.

As you write your experiences, integrating your competence statements, think ahead to the validation or proof that you can furnish to document the existence of the competence areas. From this experience what evidence

can you obtain that will support the competencies you are claiming? A Sample Life-Experience description appears on the following page.

When you are through, type your finished copy on a 8 1/2 x 11 paper of good bond. Assign the same identifying title and number that you placed on the Competency Profile Sheet. It's wise to have another person proof-read final copy. Ask for reaction to content as well as a check for spelling or typing errors. Administrators emphasized the importance of perfect copy for a positive impression.

Sample Life-Experience

"Picture Lady" Coordinator

In June of 1975, Jolana Montgomery, President of the Junction City Arts Council asked me, in my capacity as a member of the new Council, to initiate and to implement a volunteer art appreciation program in the elementary schools, called "Picture Lady". By using community volunteers, the Council hoped to introduce art prints into all classrooms for a 1/2 hour each month. Their goal was to increase the cultural awareness and appreciation of students. The Junction City district encompasses all schools in the Fort Riley military post so a total of 15 schools with 130 classrooms required volunteers.

My initial task was to select co-chairpersons for the city and the Post who could share in the program selection process. Together, we surveyed existing Picture Lady programs in Kansas and determined an adaptation to meet our needs. I worked with the co-chairpersons to determine the number of volunteers needed and the budget figure--\$1,000, necessary to purchase prints and matting.

During the summer, I established a committee of three to select and order prints and to decide matting procedures. I negotiated with the Superintendent to arrange for cataloguing, check-out and storage of prints in the District Media Center. The most time was consumed by personally recruiting 22 Junction City volunteers and assisting the Ft. Riley chairperson in recruitment sessions on Post. My primary responsibility at this stage was to involve other people and to generate enthusiasm and support for the new program. It was essential to delegate authority to the new committees, while continuing to monitor the emerging developments.

I increasingly functioned as a liaison between the chairpersons, committees and the Council to find solutions to budget problems, to locate consultants for training programs, etc. In my supervisory position I was responsible for developing forms to facilitate the January print exchange and to evaluate the program at the year's end. When I conducted the evaluation meeting, involving the 35 volunteers and 15 Council members in May, we had a library of 400 prints and a waiting list of new volunteers.

As a result of this experience, I became more competent in long range planning, decision-making and organizational management. However, my ability to generate enthusiasm, to involve other people and to retain their interest and support were qualities that were key to the implementation of the Picture Lady Program.

STAGE III
DOCUMENTATION

DOCUMENTATION

At this point you have both identified and articulated your competencies in key administrative areas. Your Competency Profile Sheet identifies the areas in which you can demonstrate competence and specifies the titles assigned to your Life-Experiences. Your X's indicate which experiences contributed to your competency development or show evidence of adaptive characteristics.

Your descriptions of the selected experiences have integrated the competency statements you originally wrote. Now, you're ready to consider the proof you can provide to indicate the level of your abilities and knowledge or the presence of adaptive qualities that contribute to your competence. The task is not to verify that the experience took place, but to provide evidence of competence. For example, documentation might:

- .attest to how much your interpersonal skills contributed to demonstrated leadership ability.
- .document the exactness of your communication skill.
- .indicate how well you functioned as a decision-maker.

Remember the focus is on the five identified areas of competence in Vocational Education Administration--i.e. PLANNING AND GOAL-SETTING, ORGANIZATIONAL MANAGEMENT, COMMUNICATION, DECISION-MAKING, DEMONSTRATED LEADERSHIP ABILITY.

Your experience descriptions are selected to indicate competence in these areas and you will now select documentation to support the demonstrated abilities. Some documentation possibilities are:

Letters of evaluation of performance
(from supervisor, client or co-worker)

Promotion evaluations

Newspapers and magazine reports

Job descriptions

Rating forms

Samples of work produced such
as course syllabi, proposals,
evaluation forms, reports

Writing samples, speeches

Awards/Honors

Transcripts

Memberships in community/
civic organization

Membership in professional or
trade organizations

Certificates

Program presentations

Evidence of suggestions adopted

Letters of commendation

The administrators who evaluated portfolios in the project were asked to determine the items most helpful in evaluating competencies. The top ranked items were letters of evaluation of performance, job descriptions, the individual's experience description, educational transcripts, letters of verification and products of work samples. The lower ranked items were certificates, proofs of membership in organization program presentations and newspaper reports. The value given to evaluative letters was much higher than the next ranked items, as the value placed on news reports was much lower than that given other items. The question is one of quality vs. quantity. Administrators stressed that documentation should relate to the competencies that are demonstrated and to the experience. The evaluative observation of a third party was seen as much more helpful than the newspaper report of the event.

In the sample description of the Picture Lady coordinator, a letter of evaluation by the Council President would be helpful. She might be asked to describe what your responsibilities were, what results were achieved, and what personal qualities contributed to your general competence in Organizational Management and Leadership. The City chairperson might evaluate your leadership qualities and supervisory skills from her perspective.

When asking for letters of evaluation you might specify:

.why you are asking for the letter

.what specific competence you want them to assess or evaluate

.to be specific as to skills and knowledge rather than to give a general affirmation of your character

Carefully select the documentation to support competences demonstrated in each Life-Experience. Since you may be submitting the portfolio to more than one potential employer, you may want to have letters duplicated or to enclose the originals in plastic covers to protect their appearance. You will be identifying the documentation items later in the Table of Contents. However, a brief identification label attached to each item is also helpful to the examiner.

STAGE IV
ORGANIZATION

A. Writing the Table of Contents

You're ready to write the Table of Contents to the Selected Life-Experiences and Documentation items. This will provide the potential employer a survey of the materials available to examine. Avoid abbreviations in your titles. e.g. Use "Kansas Vocation Association" rather than "KVA" to increase clarity. Briefly identify documentation items so their function is evident, e.g. "First page of funded proposal that I conceptualized, wrote and implemented." Your Table of Contents might look like this:

I. Civic/Committee Responsibilities

- a. Letter of evaluation from Democratic Committeeperson
- b. Page of proposal developed during service on Arts Council
- c. Letter of evaluation from co-chairperson of Reading Club Bazaar

II. Teacher in Area Vocation-Technical School

- a. Job description for position
- b. Letter of evaluation from Director
- c. Rating evaluation of teaching performance

In the next step you will be tabbing dividers and adding labels that will key them to your Table of Contents. These are aids in organizing the examination of this material. When you have finished this Table, continue to the development of the Narrative.

B. Developing the Narrative

The objectives of this exercise are:

- .to provide an introduction of you to potential employers.
- .to organize the portfolio direction in briefly citing the experiences that will follow.
- .to present an overview of you and your competencies.

While the remaining sections will delineate your specific skills and

competencies, the narrative is a backdrop against which those skills can be seen. It is being written last to allow you to consider everything you have already identified and described. However, it will be inserted first in the portfolio as an organizing feature. It provides personal insight about who you are and indicates how well you can organize your thoughts on paper. It is a chance for you to say, "Yes, I recognize I have certain skills, but here are other things equally important about me that I want you to know." Here is an opportunity for the expression of your personality.

Some items you should consider touching upon when you write your narrative are:

- .experiences in addition to those selected ones that contributed to your present skills.
- .interests and values that are important to you.
- .goals and aspirations for the future.

Remember that writing is a revelation of self and that care must be taken to consider what you wish to disclose and what impact the information might have. Ask another person to read and criticize your narrative to determine if you have achieved the effect you wanted.

There are no rules regarding the length of the narrative, but administrators have indicated the value of quality vs. quantity of information. Brevity is a plus to the busy administrator and one to two pages was identified as a desirable length. Recognize, though, that you are the final judge of what needs to be said. Before you begin to write, give some thought to organization. Some possible formats to use are:

- .personal life, jobs, other learning experiences, future goals
- .skills, interests, values, future goals
- .intellectual skills, practical skills, social skills, future goals

Adapted with permission from ED 126 989, Contracting Materials: Vermont Community College, 1975. These materials were developed under the direction of L.A. Daloz.

C. Assembling the Portfolio

Although you can't tell a book by its cover, the cover is worth noting. You will be submitting the Administrative Competency Portfolio as an addition to your resume and regular credentials. First impressions are important! Choose a binder that is attractive and appropriate. Add tabs to your divider pages and check the numbering or lettering to insure that it corresponds with the Table of Contents.

Suggested order for the Portfolio:

1. A prepared cover page that includes the title: Administrative Competency Portfolio, your name, address and phone numbers and the following statement:

This portfolio was written to present competencies developed through administrative experiences that may not appear in my resume.

2. NARRATIVE

Insert divider tabbed COMPETENCY PROFILE SHEET

3. COMPETENCY PROFILE SHEET

Insert divider tabbed TABLE OF CONTENTS

4. TABLE OF CONTENTS to Selected Life-Experiences & Documentation items

Insert divider tabbed I

5. SELECTED LIFE-EXPERIENCES I

Insert dividers tabbed Ia, Ib, etc.

6. DOCUMENTATION ITEMS, Ia, Ib, etc.

Insert divider tabbed II

7. SELECTED LIFE-EXPERIENCE II

Insert dividers tabbed IIa, IIb, etc.

8. DOCUMENTATION ITEMS IIa, IIb, etc.

Continue using tabbed dividers to separate your Selected Life-Experiences and

documentation items until all are filed.

Again, the final proof-reading and the editing process is important. Administrators suggested hiring a typist if necessary to insure perfect results. "We see the portfolio as a personalizing feature," they commented, "and clean, correct copy is a crucial factor."

You have finished your ADMINISTRATIVE COMPETENCY PORTFOLIO! You have identified, described and validated abilities and knowledge that you can demonstrate within Areas of Competence required in Vocational Education Administration. Now, to quote one portfolio developer:

"MAY YOUR PORTFOLIO TAKE YOU WHEREEVER YOU WISH TO GO."

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APPENDIX

APPENDIX A
SIGNIFICANT LIFE-EXPERIENCES
TIME-LOG

SIGNIFICANT LIFE-EXPERIENCE

TIME-LOG SHEET

PLANNING AND GOAL-SETTING
ORGANIZATIONAL
CONUN

AND GOAL-SETTING
ORGANIZATIONAL MANAGEMENT
COMMUNICATIONS
DECISION-MAKING

COMMUNICATIONS
DECISION

DECISION-MAKING
LEADERSHIP
ABILITY

LEADERSHIP
ABILITY

[illegible]

APPENDIX B
COMPETENCY PROFILE SHEETS

COMPETENCY
PROFILE
SHEET

Areas of Competence	Selected Life Experiences									
Planning and Goal Setting										
Organizational Management										
Communication										
Decision-Making										
324 Demonstrated Leadership Ability										

APPENDIX C
COMPETENCY STATEMENT WORKSHEETS

COMPETENCY STATEMENT WORKSHEET

Planning and Goal-Setting

I CAN SET GOALS AND DEVELOP BOTH SHORT AND LONG-RANGE-PLANS TO ATTAIN THEM.

COMPETENCY STATEMENT WORKSHEET

Organizational Management

I AM PROFICIENT IN FUNCTIONS OF ORGANIZATIONAL MANAGEMENT.

COMPETENCY STATEMENT WORKSHEET

Communication

I CAN COMMUNICATE EFFECTIVELY IN ORAL AND WRITTEN FORM.

COMPETENCY STATEMENT WORKSHEET

Decision-Making

I AM ABLE TO MAKE DECISIONS TO DETERMINE POSSIBLE ACTIONS.

COMPETENCY STATEMENT WORKSHEET

Demonstrated Leadership Ability

I AM ABLE TO PROVIDE LEADERSHIP IN AN ORGANIZATIONAL CONTEXT.